DOCUMENT RESUME

ED 376 281 CE 067 506

TITLE	Hospitality Services. Curriculum Guide.
INSTITUTION	Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
SPONS AGENCY	Texas Education Agency, Austin. Dept. of Programs and Instruction.
PUB DATE	Jun 94
NOTE	591p.; For a related student activity book, see CE 067 505.
AVAILABLE FROM	Home Economics Curriculum Center, Texas Tech University, Box 41161, Lubbock, TX 79409-1161.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF03 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Behavioral Objectives; Competency Based Education; Dining Facilities; Equipment Maintenance; Ethics; Food Handling Facilities; *Food Service; *Hospitality Occupations; Hotels; *Housekeepers; Hygiene; Integrated Curriculum; Laundry Drycleaning Occupations; Learning Activities; Legal Responsibility; *Managerial Occupations; Marketing; Nutrition; *Occupational Home Economics; Office Occupations; Public Relations; Purchasing; Safety; Sanitation; Secondary Education; State Curriculum Guides; Technology; Time Management
IDENTIFIERS	Building Security; Customer Relations; Customer Services; *Texas

ABSTRACT

This guide, which was developed as part of Texas' home economics education program, is intended to assist teachers of a hospitality services course focusing on the food and lodging segments of the hospitality and tourism industry. The first 40% of the approximately 600-page guide consists of strategies for teaching each of 29 essential concepts/skills in five categories: (1) hospitality services (management functions, professional ethics, ownership/management structures, safety and emergency procedures, and technology in the hospitality industry); (2) supportive services (property maintenance/repair, purchasing, property security, public relations, and legal considerations); (3) the psychology of guests (define concept of guest/customer, discuss guest/customer needs and techniques for complaint resolution and guest/customer service); (4) lodging operations (front office procedures, typical departments and functions, housekeeping/energy equipment/supplies and methods/procedures, time and energy management, sanitation and disinfection, entering and exiting assigned cleaning area, and linen repair/maintenance); and (5) food and beverage operations (sources/functions of nutrients, food preparation and service, sanitation, food service equipment, management principles, food production techniques, and food presentation/serving). Also included are the following: teaching aids (student handouts and learning activities, sample forms, and transparency masters); tests for each of the 29 chapters; test answers; answers to exercises in the program's student activity book; and a supplemental guide to integrating academic skills instruction into the hospitality services course. Contains a seven-item reference list and a seven-item bibliography. (MN)

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Hospitality Services

Curriculum Guide

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Hospitality Services
Curriculum Guide

Developed and disseminated by:

Home Economics Curriculum Center
Box 41161
Texas Tech University
Lubbock, Texas 79409-1161

Directed by:
Texas Tech University
College of Human Sciences
Lubbock, Texas

In Cooperation with:
Texas Education Agency
Department of Programs and Instruction
Division of Career and Technology Education
Home Economics Education
Austin, Texas

June 1994

Acknowledgements

This *Hospitality Services* Curriculum Guide was prepared by the Home Economics Curriculum Center staff through a contract with the Texas Education Agency under the provisions of the Carl D. Perkins Vocational and Applied Technology Act (Public Law 101-392), in cooperation with the College of Human Sciences, Texas Tech University, Lubbock, Texas. The Home Economics Education unit of the Texas Education Agency provides supervision and directional guidance for curriculum development.

Texas Education Agency Home Economics Education Staff:

Judith A. Hetherly
Program Director

Gay Nell McGinnis
Assistant Director

Sharon Pierce
Occupational Education Specialist

Cindy Gruner
Occupational Educational Specialist

Home Economics Curriculum Center staff:

Marilyn Wragg
Director

Celeste Lovett
Writer

Tracy Givens
Editor

The following persons, all knowledgeable in areas of the hospitality industry, have contributed time and ideas that helped in developing the material found in this curriculum guide:

✧ L.E. Anderson
Chef
Lakeridge Country Club
Lubbock, TX

✧ Leta Durrett
Skyline Hospitality Services Program
Fairmont Hotel
Dallas, TX

✧ Ruth Felty
Vocational Director
Northside, ISD
San Antonio, TX

✧ Dee Haven
Chairman
Restaurant Management Department
Del Mar College
Corpus Christi, TX

* Dr. Lynn Huffman
Chairperson
Education, Nutrition, and Restaurant /
Hotel Management
Texas Tech University
Lubbock, TX

* Terry Lindsey
Home Economics Teacher
Lamar High School
Rosenburg, TX

* Mickey Ohlendorf
Director
Career and Technology Education
Galveston, ISD
Galveston, TX

✧ Jill Wolfington
Home Economics Teacher
Bowie High School
Austin, TX

* Donna Johnson
Home Economics Teacher
Tascosa, ISD
Amarillo, TX

* Dr. Kim Nugent
Instructor, Culinary Arts Program
The Art Institute of Houston
Houston, TX

✧ Tom Reed
General Manager
Sheraton Inn
Lubbock, TX

✧ served as advisory committee member
*** reviewed final draft**

Special thanks is extended to Dr. Lynn Huffman for the resources she made available and for her thoroughness in reviewing the Curriculum Guide.

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Preface

The area of hospitality services is one which affords exciting opportunities for students as a career option. The Bureau of Labor Statistics reports over 10 million persons employed nationwide by the hospitality industry, with predicted increase to 12.4 million by the year 2005. The national employment base, the largest of any private sector industry, includes significant numbers of women and minorities. Worldwide, the hospitality and tourism industry generates $2.5 trillion in annual revenues, making it the world's largest industry.

The hospitality and tourism industry encompasses four major segments—food, lodging, travel, and recreation. The focus of materials in this Hospitality Services series is upon the food and lodging segments. Within these segments exist diverse career opportunities. Restaurant and hotel management require knowledge of subject matter from a variety of disciplines. Employment is available at a variety of levels ranging from entry-level jobs to professional careers. Employment opportunities and qualification requirements of employees vary according to location, type of business, and management style. The Hospitality Services series presents general information about various areas of the hospitality industries. Content should be presented with an understanding that some employment situations will fit the descriptions provided while others will vary. Therefore, hands-on experience and use of other resource materials are important components of the total training experiences needed by students entering the hospitality services industry.

Hospitality Services is part of an occupational education series which focuses on a broad range of employment opportunities. Each title in the series addresses one career cluster. The materials may be used for one or two years of instruction. The instructional materials designed for the hospitality career cluster include the following components:

- The Reference Book provides information needed by hospitality services employees. Each chapter begins with Essential Elements and Objectives to Achieve. Within the text, italicized, bold-faced vocabulary terms are included with definitions or explanations. Content of each chapter is summarized in Points to Remember; vocabulary words are repeated in a list of Words to Know. Questions for Review are provided for the student at the end of each chapter.
- The Curriculum Guide provides a variety of teacher information. Teaching strategies, teaching aids, tests for each chapter in the reference book, and answers to chapter tests and student activities are provided to assist the teacher.
- The Student Activity Book provides a variety of pencil-and-paper activities. Activities are provided for all objectives on the Objectives to Achieve lists and correlate with chapters in the Reference Book.

Curriculum materials for other career clusters are also available from the Home Economics Curriculum Center, Texas Tech University, Box 41161, Lubbock, Texas 79409-1161.

TAC 75.83
HOSPITALITY SERVICES

(v) Hospitality services (two-three units) shall include the following essential elements:

(1) Concepts and skills related to hospitality services. The student shall be provided opportunities to:

(A) describe management functions related to property operation and support services;
(B) discuss a code of professional ethics for hospitality employees;
(C) contrast various ownership/management structures in the hospitality industry;
(D) demonstrate safety practices and emergency procedures; and
(E) describe applications of technology in the hospitality industry.

(2) Concepts and skills related to supportive services. The student shall be provided opportunities to:

(A) describe simple procedures for property maintenance and repair;
(B) identify procedures for purchasing equipment and supplies;
(C) describe property security procedures;
(D) discuss strategies for public relations and special promotions; and
(E) discuss legal considerations of the hospitality industry, including guest, property, and employee liability.

(3) Concepts and skills related to the psychology of guests. The student shall be provided opportunities to:

(A) define the concept of guest/customer;
(B) discuss the needs of guests/customers; and
(C) apply techniques for complaint resolution and guest/customer service.

(4) Concepts and skills related to lodging operations. The student shall be provided opportunities to:

(A) identify front office procedures;
(B) explain typical departments and functions;
(C) select equipment and supplies appropriate for various housekeeping and laundry tasks;
(D) outline required methods and sequences to be used for performing housekeeping tasks;
(E) apply time and energy management techniques in performing housekeeping or laundry tasks;

(F) apply sanitation and disinfection techniques in performing housekeeping or laundry tasks;
(G) describe procedures for entering and exiting assigned cleaning area; and
(H) describe procedures for routine linen repair and maintenance.

(5) Concepts and skills related to food and beverage operations. The student shall be provided opportunities to:

(A) describe the sources and functions of nutrients;
(B) relate food preparation and service techniques to the retention of nutrients;
(C) demonstrate appropriate housekeeping procedures and sanitation standards;
(D) use appropriate large and small food service equipment for prescribed task;
(E) identify management principles related to food production and services;
(F) apply quantity food production techniques;
(G) demonstrate a variety of food presentation techniques; and
(H) demonstrate food server techniques.

GUIDE TO ESSENTIAL ELEMENTS

Hospitality Services (TAC 75.83)

Hospitality Services (two-three units) shall include the following essential elements. This guide is provided for use in identifying the required essential elements, the correct codes for documentation from the Texas Administrative Code (TAC), and the chapter(s) of the curriculum materials which address(es) each element.

Required Essential Elements	Related Chapters
(v1A) Describe management functions related to property operation and support services.	1, 3, 15, 26
(v1B) Discuss a code of professional ethics for hospitality employees.	2
(v1C) Contrast various ownership/management structures in the hospitality industry.	3
(v1D) Demonstrate safety practices and emergency procedures.	4
(v1E) Describe applications of technology in the hospitality industry.	5
(v2A) Describe simple procedures for property maintenance and repair.	6
(v2B) Identify procedures for purchasing equipment and supplies.	7
(v2C) Describe property security procedures.	8
(v2D) Discuss strategies for public relations and special promotions.	9
(v2E) Describe legal considerations of the hospitality industry, including guest, property, and employee liability.	10
(v3A) Define the concept of guest/customer.	11
(v3B) Discuss the needs of guests/customers.	12
(v3C) Apply techniques for complaint resolution and guest/customer service.	13
(v4A) Identify front office procedures.	14
(v4B) Explain typical departments and functions.	15
(v4C) Select equipment and supplies appropriate for various housekeeping and laundry tasks.	16
(v4D) Outline required methods and sequences to be used for performing housekeeping tasks.	17
(v4E) Apply time and energy management techniques in performing housekeeping or laundry tasks.	18
(v4F) Apply sanitation and disinfection techniques in performing housekeeping or laundry tasks.	19
(v4G) Describe procedures for entering and exiting assigned cleaning area.	20
(v4H) Describe procedures for routine linen repair and maintenance.	21

Common Essential Elements	Related Chapters
(v5A) Describe the sources and functions of nutrients.	22
(v5B) Relate food preparation and service techniques to the retention of nutrients.	23
(v5C) Demonstrate appropriate housekeeping procedures and sanitation standards.	24
(v5D) Use appropriate large and small food service equipment for prescribed task.	25
(v5E) Identify management principles related to food production and services.	26
(v5F) Apply quantity food production techniques.	27
(v5G) Demonstrate a variety of food presentation techniques.	28
(v5H) Demonstrate food service techniques.	29

1

Hospitality Services Industry

ESSENTIAL ELEMENT

- Describe management functions related to property operation and support services.(v1A)

OBJECTIVES TO ACHIEVE

- Describe the hospitality services industry and its lodging operations.
- Explain services provided by various types of food and beverage operations.
- Identify responsibilities of hospitality services managers.
- Analyze personal qualities needed by hospitality services managers.
- Point out advantages and disadvantages of employment in the hospitality services industry.

LODGING OPERATIONS

TS1:1* Duplicate and distribute Teaching Aid 1, Terms Used For Lodging Operations. Have each student complete the Teaching Aid and share answers with the class. Lead a class discussion about students' reactions to the different terms used to identify lodging operations. KEY QUESTIONS: Which term is suggestive of an older, established lodging operation? Which of the lodging operation terms portrays an inexpensive, "no frills" establishment? Are student's answers similar? different? Why? CRITICAL QUESTIONS: How can different terms used to describe lodging operations influence an individual's attitude about the services and the atmosphere of the facility? What skills are required by staff and expected by guests of lodging operations?[B]

TS1:2 Lead students to brainstorm new terms that might be used to describe lodging operations of the future, such as *refuges*, *quarters*, and *havens*. Have a student volunteer write ideas generated by the class on the chalkboard or overhead projector. Lead a class discussion about the impressions that each suggested lodging term might imply about the facility. CRITICAL QUESTION: Why is it believed that new names will emerge for lodging operations as the industry continues to grow?

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* TS 1:1 indicates teaching strategy, chapter 1, number 1
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

Hotels

TS1:3 Duplicate, distribute, and have each student complete Teaching Aid 2, A Perfect Match: Hotels and Guests. Divide the class into two teams. Have each team choose a spokesperson for the group. Ask a student from team number one to read the expectations that a specific guest needs or wants available from a hotel facility. After consultation with other team members, the spokesperson from team number two announces which one of the five hotels the guest would most likely patronize. If team number two answers correctly, one point is awarded to them, but if the answer is incorrect the point reverts to team number one. Next, allow a student from team number two to read guest expectations while team number one decides which type of hotel operation will best serve those needs or wants. Continue in this manner until each student has had an opportunity to read expectations of the needs or wants of a guest(s). The team with the highest final number of points wins.[C]

TS1:4 Lead a class discussion about common characteristics of hotels. KEY QUESTIONS: What are covered entranceways? What is the purpose of covered entranceways? What is the purpose of this type of entranceway? What are the four categories of hotels as classified by the hospitality industry? What are five different types of hotels? CRITICAL QUESTION: In what ways do the five types of hotels differ from each other?

Other Lodging Operations

TS1:5 Divide the class into three groups. Assign each group the task of contacting any chamber of commerce or tourist information bureau to obtain informational brochures about lodging operations within that vicinity. Have the first group request information about area motels, the second group request information about area motor inns or motor hotels, and the third group request information about area bed and breakfast homes and inns. Information gathered about lodging operations should include locations, prices of rooms, special services, special skills needed by employees in each type of facility, and the advantages and disadvantages of each lodging operations. Have an elected leader from each group present findings to the class. At the end of each presentation, allow class members the opportunity to direct questions about specific lodging operations to appropriate group members. KEY QUESTIONS: What are the differences between motor inns and motels? What are the differences between bed and breakfast inns and bed and breakfast homes? CRITICAL QUESTIONS: Are different skills needed by the staff of each lodging operation? What are these skills? What employee skills are necessary in order to operate each of the types of lodging facilities mentioned? Which skills are common skills for operating lodging facilities? Which skills are specialized skills for operating lodging facilities?[C]

TS1:6 Have each student develop a visual display with information about one of the following lodging operations:

- bed and breakfast home
- commercial hotel
- condominium hotel
- luxury hotel
- motel
- motor inn
- residential hotel
- resort hotel

Visual displays should provide information concerning typical locations (highway, country, resort, or central city), expectations of types of guests (business, vacationing family, newlyweds, conventioneers, football team), average prices of rooms, and any special services or added benefits related to that lodging operation. Have students present and discuss their visuals to the class. Display visuals in the classroom or class display case.[C]

FOOD AND BEVERAGE OPERATIONS

TS1:7 Duplicate, distribute, and have each student complete Teaching Aid 3, Food and Beverage Establishments. Lead a class discussion about the differences in the following types of services:

- counter service
- seated service
- self-service
- trayline or cafeteria service

KEY QUESTIONS: Which of the types of services are most commonly identified as "fast-food" establishments? What type of service would one most likely seek out for an evening of leisure? Why? Where are trayline or cafeteria services most commonly located? Why? What price differences can be expected as a result of the type of service offered? Why? CRITICAL QUESTIONS: Under what circumstances would persons most likely seek seated service? self-service? counter service? trayline or cafeteria service?

TS1:8 Have each student conduct interviews concerning people's dining out habits. Persons to be interviewed should include:

- an elderly widow
- a married couple with pre-school children
- a married couple with teenage children
- a single student
- an unmarried person without children

Guide students in preparing questions prior to the interviews. Sample questions include the following: How often do you go out to eat? How often do you go to a seated service establishment? a self-serve establishment? a counter service establishment? a trayline or cafeteria service establishment? What influences your decision to eat at each different establishment? What services do you expect out of those who wait on and assist you? Do you eat out more or less than you used to? Why? Allow student volunteers to share their results with the class.

Lead a class discussion about the similarities and differences in the "eating out" habits found in each different category of persons interviewed. KEY QUESTIONS: What is the most obvious difference between the eating out habits of an elderly widow and the eating habits of a single student? Where do single adults without children prefer to dine? Why? What type of service is most convenient for parents with pre-school age children? Why?[B][C]

Types of Food and Beverage Operations

TS1:9 Ask each student to choose one of the following food/beverage operations and write a paper discussing reasons for the popularity of that operation:

- cafeterias
- catering service
- fast-food restaurants
- home delivery service

Have student volunteers read their papers to the class. Collect assignment.[C]

TS1:10 Prepare and display a transparency of Teaching Aid 4, Food and Beverage Operations. Lead a class discussion about the advantages and disadvantages of all the different kinds of food operations shown on the Teaching Aid. Discuss differences in food/beverage quality and cost as well as the differences in convenience, variety, and service of each operation. Explain the differences among the following three terms as they relate to foods and beverages:

- quality
- safe and fit to eat
- wholesomeness

KEY QUESTIONS: What factors might cause the wholesomeness of foods/beverages to differ at different operations? Which operations require little service to the customer? Which food/beverage operations offer the greatest variety to the customer? What are the advantages and disadvantages of each food and beverage operation?

RESPONSIBILITIES OF MANAGERS

TS1:11 Invite the owner of a local hotel or restaurant to speak to the class about roles that must be filled for the successful management of a hospitality service. Guide students in preparing questions prior to the speaker's arrival. Sample questions include the following: As a manager, what skills do you look for when hiring employees? In what ways are owners responsible to employees? In what ways are owners responsible to customers? How are business responsibilities handled such as the following:

- budgeting
- general knowledge of occupational skill within the facility
- inventory, purchasing, and receiving
- personnel management
- public relations and promotions
- record keeping
- sanitation, safety, and security

Which responsibilities should not be delegated? At what times of the day and week do responsibilities and duties increase? What are some common customer complaints? Ask each student to write a paper summarizing the various roles of managers in hospitality services. CRITICAL QUESTION: Based upon employee skills required, what academic and occupational knowledge is needed to prepare oneself for managerial roles in hospitality services?[B][C]

Types of Responsibilities

TS1:12 Prepare cards ahead of time with different types of managerial responsibilities written on each card such as the following:

- budgeting
- business appearance
- customer service and satisfaction
- delegating responsibility
- interviewing potential employees
- inventory, purchasing, and receiving
- personnel management
- public relations promotion
- record keeping
- safety and security
- sanitation

Divide the class into small groups and assign each group a designated topic by handing out one prepared card for each group. Instruct each group to compile a list of responsibilities related to the assigned topic. Groups should also compile a list of consequences that could result through negligence of the identified responsibilities. Allow each group to share lists with the class.[C]

TS1:13 Have each student choose one managerial responsibility in hospitality services to write about. (See bullet list in Teaching Strategy 1:12.) Using a real-life or fictitious situation, the story should illustrate the importance of that particular responsibility. Ask student volunteers to read their accounts to the class. KEY QUESTIONS: In what ways does the responsibility portrayed in the story affect customers directly? In what ways does the responsibility portrayed in the story affect customers indirectly? CRITICAL QUESTION: What might have been some other possible outcomes to the situations presented?[C]

PERSONAL QUALITIES NEEDED BY MANAGERS

TS1:14 Invite the owner of a hospitality business or an interviewer from personnel to speak to the class about the qualities to look for in a person who is applying for a managerial position. Guide students in preparing questions prior to the speaker's arrival. Sample questions include the following: How can qualities such as organizational skills and leadership abilities be determined at the time of an interview? What are some important skills for managers to have? Why are managers sometimes hired on a trial basis? What are the most common reasons for terminating the employment of a manager? Have each student write a short report on personal and professional qualities of good managers.[B][C]

Types of Personal Qualities Needed

TS1:15 Duplicate and distribute Teaching Aid 5, Personal Qualities For Managers. Ask each student to write one benefit of each of the personal qualities listed. Allow students to share their answers with the class. Ask a student volunteer to write suggested answers on the chalkboard or overhead projector. Lead a class discussion on the benefits of certain personal qualities for managers in hospitality services. CRITICAL QUESTIONS: What personal qualities for good management might be labelled as "natural inborn" abilities? Can these types of personal qualities be learned?[C]

TS1:16 Lead students to brainstorm personal traits such as positive attitude, professional appearance, and courteousness that can enhance the effectiveness of management responsibilities in hospitality services. Ask a student volunteer to write on the chalkboard or overhead projector the positive traits mentioned by other class members. Lead a discussion about the relationship between personal traits and the effectiveness of managerial responsibilities. KEY QUESTIONS: How might a discourteous comment by a manager affect that manager's communication skills? How might attitudes affect performance quality of managers who are required to work extended hours?[C]

ADVANTAGES AND DISADVANTAGES OF HOSPITALITY SERVICES EMPLOYMENT

TS1:17 Assign each student the task of producing a visual display with at least five pictures from magazines or pamphlets depicting persons engaged in different forms of hospitality services. Have students label the pictures according to the type of service that is being provided. Display the visuals in the classroom or class display case.[C]

TS1:18 Obtain and have students view the videotape *Careers in the Hospitality Industry* (thirty minutes) from the Home Economics Curriculum Center. (See reference list item number seven for further information.) Have each student write a paper titled: "Education through Home Economics provides a basic foundation for the development of careers in hospitality services." Allow students to share papers with the class. Collect assignment. Lead a class discussion on the information presented in the videotape. KEY QUESTIONS: What are the two greatest contributing factors to the current growth of the hospitality industry? What benefits do students in hospitality services reap from on-the-job experience? How has this concept been incorporated at the Fairmont Hotel in Dallas? What are convention hotels and what additional services do these hotels offer? How might guests of bed and breakfast inns and homes be treated differently than guests of hotel facilities? Why are future forecasts predicting that there will be more jobs in the hospitality industry than there will be available qualified people? What is the purpose of "Meeting, Planning, and Destination" management companies? What are the responsibilities of a meeting planner? What is the difference between "obtaining" clientele and "building" clientele? What are the roles of employees in "Institutional Maintenance?" What are five advantages and five disadvantages of working in the hospitality industry?[C]

Advantages

TS1:19 Divide the class into small groups. Assign each group one of the following characters who has recently been hired for a position in a hospitality service:

- Caroline—a junior in high school without prior job experience
- Danny—the single father of two school-age children
- Kenneth—a full-time college student
- Sandra—the mother of a toddler

Instruct students to develop the character of the person by describing a fictitious lifestyle and personal situation. Have each group list the advantages and disadvantages of employment in a hospitality service based on the lifestyle and situation of the character. Allow elected group leaders from each group to share case studies and conclusions with the class.[B]

TS1:20 Ask each student to interview a parent who is employed in some aspect of the hospitality industry. Guide students in preparing interview questions. Sample questions include the following: How does your career affect your family lifestyle? How does your career affect your personal relationships? What are the time demands of your job? What are the stress factors? How does your working schedule fit in with the vacation time of your family members? How are time conflicts between job and family resolved? What are the personal advantages experienced being employed in the hospitality services industry? Have student volunteers share results of interviews with the class. Collect students' interview materials.[B][C]

Disadvantages

TS1:21 Lead a class discussion about undesirable aspects of employment in hospitality services. KEY QUESTIONS: Why are managers, who are often on-call, required to work for extended lengths of time? Why must employees be willing to work nights, weekends, and holidays? What tasks in hospitality services requires physical strength? What time-pressure positions in hospitality services can be stressful? In what cases would employees in hospitality services carry potential risk for personal liability?[C]

TS1:22 Invite a family counselor to discuss the how career choices and affect marital relationships. Guide students in preparing questions prior to the guests' arrival. Sample questions should include the following: What type of career choices might cause difficulties in relationships between married couples? How types of stressors can develop as a result of working odd hours and weekends—such as careers such as those in the hospitality services industry? What high pressure conditions might employees of hospitality services encounter? How can high pressure conditions affect home life? What can married couples do to minimize negative effects? What can family members do to foster the positive aspects of a family member's job and its effects on the family unit? Ask each student to summarize, in outline format, the suggestions offered by the guest speaker. Collect outlines.[B][C]

2

Professional Ethics for the Hospitality Industry

ESSENTIAL ELEMENT

- Discuss a code of professional ethics for hospitality employees.(v1B)

OBJECTIVES TO ACHIEVE

- Explain the role of ethics in successful employment.
- Discuss the meaning of professionalism in the hospitality services industry.

ETHICS

TS2:1* Write the title "Good Ethics for Persons in Hospitality Services" on the chalkboard or overhead projector. Lead students to brainstorm values and obligations that maintain or raise the professionalism of hospitality services. Answers might include practicing manners by using words such as "please" and "thank you" and addressing guests as "sir" or "ma'am," not accepting bribes to register customers without prior reservations, and reporting all tips received for income tax purposes. Ask a student volunteer to list the values or obligations mentioned by class members beneath the written title on the chalkboard or overhead projector. Have each student choose one of the listed values or obligations and write a paper explaining the importance of that particular value or obligation as it relates to hospitality services.[B][C]

TS2:2 Lead a class discussion about job-related situations in hospitality services that might test a person's character and self control such as the following:

- being responsible for guests' valuables
- truth in menu laws
- vendor relationships
- handling cash transactions
- being around unsecured valuables in guests' rooms
- handling large quantities of supplies
- being exposed to bribes

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* TS 2:1 indicates teaching strategy, chapter 2, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

KEY QUESTIONS: Why is it important for managers in hospitality services to hire employees who are trustworthy and honest? What possible consequences could result from unethical behavior of employees? CRITICAL QUESTION: Under what circumstances would an employee be especially tempted to unethical behavior in each of the above mentioned situations?[C]

PROFESSIONALISM

TS2:3 Duplicate and distribute Teaching Aid 6, Professionalism in Hospitality Services. Divide the class into three groups. Assign each group one of the three situations from the Teaching Aid. Ask each group develop two skits. The first skit should demonstrate a professional response to the assigned situation and the second skit should demonstrate a nonprofessional response to the assigned situation. Have each group present their skits to the class starting with the professional response followed by the nonprofessional response. Lead a class discussion following group skits. CRITICAL QUESTIONS: What are some common characteristics of professional responses as demonstrated in the skits? What are some common characteristics of nonprofessional responses as demonstrated in the skits?[C]

ETHICAL RESPONSIBILITIES OF HOSPITALITY EMPLOYEES

TS2:4 Display a transparency of Teaching Aid 7, Ethical Decisions Involve . . ., to the class. Making decisions based on ethics will at times be required in each case listed on the Teaching Aid. Have each student write an example of a situation or topic as listed on the Teaching Aid and resolve that situation through the use of proper ethics. Give students the following example involving "hiring:"

- Elaine, the supervisor of a specialty bakery, is in the process of hiring a new baker. The applicant, Charles, that Elaine is considering hiring, has two years of experience as a baker in a full-service restaurant. Charles is highly recommended by his previous employers. When Elaine's best friend, Gladys, heard that Elaine was hiring at the bakery, she pleaded with her to hire Dionne, her daughter. Dionne has never worked in a food establishment and was recently asked to leave her last job because she did not get along well with her co-workers. Gladys wants Elaine to give her daughter a chance. CRITICAL QUESTION: How should Elaine handle this situation? (This Teaching Strategy should be completed as part I of Teaching Strategy 2.7.)[B][C]

TS2:5 Duplicate and distribute Teaching Aid 8, Issues That Stimulate Ethical Conflicts. Have each student bring to class a newspaper article or announcement that illustrates one of the business relationships listed on the Teaching Aid. Have each student read the published material to the class. Have the student audience predict which business relationship and issue the article or announcement illustrates. KEY QUESTIONS: How can businesses stimulate positive relationships within their own company and with customers? society? local organizations? competitors? suppliers? stockholders? the environment? the government? CRITICAL QUESTION: What are the consequences resulting from careless business relations?[B][C]

IMPORTANCE OF ETHICS AND PROFESSIONALISM

TS2:6 Divide the class into small groups. Have each group compile a list of professional and ethical behaviors for persons employed in hospitality services. Have elected group leaders write the compiled list of behaviors on the chalkboard or overhead projector. Lead students to compare and contrast group's lists and cite reasons for differences and similarities. Guide students in identifying common responses from groups. KEY QUESTIONS: Why should employees in hospitality services strive for professionalism? How do customers evaluate professionalism? Why are good ethics important in hospitality services? Under what circumstances might a customer witness the practice of proper ethics by persons employed in hospitality services?[C]

Ethics in the Hospitality Services Industry

TS2:7 After each student has completed Teaching Strategy 2:4, ask student volunteers to read their situations to the class. Lead a class discussion about possible ways to resolve each dilemma presented. Resolutions should demonstrate use of ethical standards and professionalism. KEY QUESTIONS: How might unethical decisions affect the image and reputation of a business? How might the success of a business be affected by high ethical and professional standards?[C]

Professionalism in the Hospitality Services Industry

TS2:8 Write the following information on the chalkboard or overhead projector:
An employee who displays professionalism demonstrates:

- attentiveness to customers' needs
- diplomacy
- patience
- positive attitudes
- quick customer acknowledgment
- tact

Ask students to write about a real life experience that they or a member of their family had with a professional who exercised or neglected one of the six characteristics of professionalism as listed above. Ask student volunteers to read their accounts to the class and explain how they felt upon receiving the service described. KEY QUESTIONS: Should customers of hospitality services expect to be treated in certain ways? Why? How might customers react if their expectations are not met?[B][C]

TS2:9 Lead a class discussion about conduct policies. KEY QUESTIONS: What are conduct policies? Why are some employees required to sign conduct policies?

Should conduct policies be expected to differ from company to company? What are examples of conduct policies that would be applicable to any employee of any company?[C]

TS2:10 Ask each student to describe a specific hospitality service and develop a conduct policy appropriate for that specific service. Have each student list five to eight policies that would assure or promote professional employee behaviors desirable in that particular hospitality service. After describing the specific hospitality service chosen, student volunteers may share their suggested conduct policies with the class. Have remaining students provide statements of support for each suggested conduct policy.[B][C]

TS2:11 Have each student interview an employee of a hotel, motel, or restaurant about role models. Guide students in preparing questions prior to the interviews. Sample questions include the following: Is there a positive role model within your work environment? What makes you identify this employee as a positive role model? How does this person handle customer complaints? How does this person greet customers? Does your employer offer merit pay increases, promotions, or recognition awards for employees who exhibit positive role model behaviors? Allow students to share their interview results with the class. Lead a class discussion about the effect that positive role models have on employees within the working environment. CRITICAL QUESTIONS: In what ways can role models inspire other employees to become more professional? How does an employee acquire the reputation of being a positive role model for other employees?[B][C]

3

Organization/Management Structures in the Hospitality Industry

ESSENTIAL ELEMENT

- Contrast various ownership/management structures in the hospitality industry.(v1C)

OBJECTIVES TO ACHIEVE

- Review the five legal forms of business organization.
- Summarize the various types of operational/management methods for businesses.

FORMS OF ORGANIZATION

TS3:1* Display a transparency of Teaching Aid 9, Organizational Options in Hospitality Services. Allow students to brainstorm types of persons who might be attracted to each of the organizational options shown. KEY QUESTIONS: Which organizational options in hospitality services would attract persons who enjoy self-directed work? Which organizational options in hospitality services would attract persons who prefer working under the direction of others? Why would independent types of persons be attracted to sole proprietorships? What types of persons would be attracted to corporations? If persons in sole proprietorships want to avoid making all the business decisions, which organizational option should they consider? Which option would attract persons who enjoy team work and prefer diminished responsibilities in the areas of operation and management? How would option choices vary for a mother of two preschool children as compared to a single male college graduate. Why? CRITICAL QUESTION: In what ways can individual life situations control a person's choice of organizational options in hospitality services?[C]

TS3:2 Divide the class into two teams. Have each team develop ten questions starting with the phrase: "Which of these organizational options . . .?" The answer to each question should be one of the following: sole proprietorship, corporation, general partnership, or limited partnership. Have each team select one student who will be responsible for presenting questions to opposing team members.

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* TS 3:1 indicates teaching strategy, chapter 3, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

Instruct each team to line up on opposite sides of the classroom. Students answering correctly will remain standing. Students answering incorrectly will take a seat while the next student in line attempts to answer the same question correctly. After all questions have been asked, the team with the highest number of students still standing wins.[B][C]

Sole Proprietorships

TS3:3 Ask each student to interview one person who owns, operates, and manages a business. Sample questions include the following: What inspired you to start your own business? Did you have to work at your business for any length of time without pay? Why? What are the benefits to owning, operating and managing your own business? What obstacles have you faced in starting, operating, and managing your business? What permits and licenses are you required to get for your business? What incidents are you liable for? How do you protect yourself against these occurrences? Allow students to share their interview results with the class.[B][C]

TS3:4 View the videotape *The Beginning Business Series: Recordkeeping*. The videotape can be borrowed from the Texas Agricultural Extension Service. To request a copy, contact the extension agent in your local area. Divide the class into groups. Have each group define all of the following terms:

- *assets*
- *business wage*
- *drawing account*
- *liabilities*
- *mileage log*
- *petty cash*

Write group definitions on the chalkboard or overhead projector. Lead a class discussion about concepts introduced in the videotape. KEY QUESTIONS: What are three components of a good bookkeeping system? What kind of tax schedule forms are small businesses required to file? How can one find out about tax breaks for sole proprietorship organizations? What are the benefits of good recordkeeping? CRITICAL QUESTIONS: What is the difference between "income and expenses statements" and "balance sheets"? What are the reasons for establishing separate checking accounts for businesses?[B][C]

TS3:5 Lead a class discussion about sole proprietorships and the special concerns of the owners, managers, and operators of these businesses. Following the class discussion, have students write a paper titled "Beginning a Sole Proprietorship." Allow student volunteers to share papers with the class. Collect assignment. KEY QUESTIONS: In what ways can starting a business affect the quality of the personal and family life of owners? Why is self-motivation an important asset and necessary characteristic for persons involved in sole proprietorships? What are some other important characteristics? Why should entrepreneurs have ready access to extra personal funds prior to starting their businesses? How can advertising be handled? Should there be a support system in case of illness that would allow the business to continue if the owner falls ill? Why?[B][C]

TS3:6 Duplicate and distribute Teaching Aid 10, Getting Started as a Sole Proprietor. Have each student write a profile in paragraph form naming and describing a fictitious person who fits the criteria of an entrepreneur (see section one of the Teaching Aid). In a second paragraph, have students answer the five questions from the second section of the Teaching Aid about the fictitious person established in the first paragraph. Students should include additional information about the fictitious person related to in the third and final section of the Teaching Aid. Allow student volunteers to share their papers with the class. After each case presentation, follow-up by discussing predictions for that fictitious person's business success based on the information supplied. KEY QUESTIONS: Why is practical about the business idea? What is not practical about the business idea? How can competition affect the success of a beginning business? To what extent will the success of a business depend on the characteristics and personality of its owner? How can location affect the success of a business?[C]

TS3:7 Obtain and have students view the videotape *Small Business: When Small is Big*. The videotape can be borrowed from the Texas Agricultural Extension Service. To request a copy, contact the extension agent in your local area. Write the phrase "Small Business is Really Big Business" on the chalkboard or overhead projector. Ask class members to explain the meaning of the phrase. Lead a class discussion about the concepts presented in the film. KEY QUESTIONS: What are the positive and negative aspects of starting a small business? What is necessary in order to start a small business? What are the first steps to starting a small business? How are potential businesses identified? What are the risks and challenges of starting your own business? In what ways is the family often involved? CRITICAL QUESTION: What personal characteristics do entrepreneurs tend to have in common?[C]

Partnerships

TS3:8 Have students work in pairs to prepare a visual display that illustrates both the shared aspects of and the differences between general partnerships and limited partnerships. Each display should feature the definition of a partnership and provide information related to the following subject matter:

- business financing
- decision making
- liabilities
- profits
- regulations for starting the business
- taxes

Display the visuals created by students in the classroom or class display case.[C]

Corporations

TS3:9 Divide the class into five groups. Assign each group one of the following terms used to describe corporations:

- *board of directors*

- *private corporation*
- *public corporation*
- *shareholders*
- *subchapter S corporation*

Ask each group to define and describe the assigned term and present conclusions to the class. Following presentations, each group may quiz the class audience with predetermined questions related to the material from the presentation. For each correctly answered question students will earn one point for their group. After all five presentations, total the number of points for each group. The winning group will be the group with the highest number of final points.[B]

TS3:10 Lead a class discussion about corporations. KEY QUESTIONS: What are the advantages of corporations? What are the disadvantages? What is the difference between subchapter S corporations and other corporations? What are the disadvantages of a subchapter S corporation? What is the difference between a public corporation and a private corporation? Who sets required regulations for the formation of a corporation? Owners of private corporations are also known as what? CRITICAL QUESTIONS: For what reasons might an individual want to join a corporation over a partnership? over a sole proprietorship?[C]

OPERATIONAL/MANAGEMENT METHODS

TS3:11 Duplicate, distribute, and have each student complete Teaching Aid 11, Methods of Operation. Divide the class into small groups and ask each group to think of examples of existing hospitality services that illustrate each method of operation shown on the Teaching Aid. Draw five columns on the chalkboard or overhead projector and label each column with one of the methods of operation. Ask groups to share examples with the class and have a student volunteer record these examples in the appropriate columns.[C]

TS3:12 Contact ten area hospitality services to inquire if that service is chain operated, owner operated, franchised, owner managed, or independent. Display the names of the hospitality services on the chalkboard or overhead projector. Students should be able to recognize the majority of the hospitality services listed. Have students guess the method of operation (by a show of hands) employed by each hospitality service. Write the method of operation that receives the highest number of votes beneath the name of the appropriate hospitality service. After voting is complete, announce the actual answers to the class. Lead a class discussion about the different methods of operations used in hospitality services. KEY QUESTIONS: What might be some differences in appearance between franchise operations and independent operations? How might service differ from owner operated to chain operated hospitality services? When visiting an unfamiliar town, why are many visitors attracted to chain operated services rather than local hospitality businesses offering similarly competitive services?[B][C]

Independent Operations

TS3:13 Invite the owner of an owner-operated, owner-managed, or independent hospitality service to speak to the class on the topic of independent operations. Guide students in preparing questions prior to the speaker's arrival. Sample questions include the following: What are the advantages of owning an independent operation? What are the disadvantages of owning an independent operation? What kinds of skills are owners of independent operations required to have? What resources are available to owners needing assistance with business matters? What do you consider the most challenging aspects of owning an independent operation? What inspired you to start your independent operation? What advice would you offer to persons starting out today in independent operations? Have each student write a report titled "Independent Operations of Hospitality Services." Allow student volunteers to share their papers with the class.[B][C]

TS3:14 Duplicate, distribute, and have each student complete Teaching Aid 12, Identifying Independent Operations. Ask a student volunteer to write the correct answers on the chalkboard or overhead projector. Discuss the answers in class as students make appropriate notations on their papers. KEY QUESTIONS: Which two businesses probably have the most in common? Why?[C]

TS3:15 View the videotape *Entrepreneurs, The Risk Takers: Two Good Business Ideas that Failed* (25 minutes). The videotape can be borrowed from the Texas Agricultural Extension Service. To request a copy, contact the extension agent in your local area. Lead a class discussion about the reasons why Ron's potato business failed and the reasons why Karen's yogurt business was not successful. CRITICAL QUESTIONS: What advice did Karen offer to prospective small business owners? What advice did Ron offer to prospective small business owners? (Use also in TS3:16)[C]

TS3:16 View the videotape *Inside Business Today: Starting and Running a Business*. The videotape can be borrowed from the Texas Agricultural Extension Service. To request a copy, contact the extension agent in your local area. Lead a class discussion comparing and contrasting the experiences of Roger and Mary who were successful in starting and keeping their own businesses with the experiences of Karen and Ron as revealed in the videotape *Entrepreneurs, The Risk Takers: Two Good Business Ideas that Failed* from TS3:15. KEY QUESTIONS: What differences can be identified between businesses that succeed and businesses that fail? How did Mary's attitudes change toward hiring employees over the years? Why did Roger have high employee turnover in the beginning months of his business undertaking? What did Mary mean when she quoted "the customer is the boss?"[C]

Multiple-unit Organizations

TS3:17 Lead a class discussion about franchise operations. KEY QUESTIONS: Why are franchise operations known as multiple-unit organizations? What are the agreements made between a franchiser and a franchisee? What does the franchiser or parent company provide for the new owner or franchisee? Who is the exclusive owner of the franchise trademark name and service? For what rights do franchisees enter into agreements with franchisers?[C]

TS3:18 Have individual students or pairs of students choose one or more of the following factors about franchise operations that can influence customer patronage:

- credit card affiliation
- franchise directories listing each member business
- national advertising exposure
- public name recognition
- referral services
- the franchise's network of reservation outlets

Have students write a fictitious account of a potential customer who decides to patronize the franchised hospitality service as a result of one or more of the factors listed above. Allow students to read their accounts to the class. KEY QUESTION: How do factors such as those listed in the bullet list affect sales figures of franchise businesses?[B][C]

TS3:19 Divide the class into two teams. Team one will support franchise operations and team two will support chain operations. Allow teams fifteen minutes to organize a presentation in support of their assigned business operation. Seat teams facing each other on opposite sides of the classroom.

- Allow team number one five minutes to present their information in support of franchise operations.
- Allow team number two five minutes to present their information in support of chain operations.

Ask each student to write a summary comparing the positive aspects of franchise operations with the positive aspects of chain operations. Collect assignment.[C]

TS3:20 Repeat Teaching Strategy 3:19 with the following variation: Have team number one prepare and present a report about the disadvantages of chain operations when compared to franchise operations. Have team number two prepare and present a report about the disadvantages of franchise operations when compared to chain operations. Allow five minutes for opposing teams to prepare for and offer a rebuttal. Ask each student to write a summary comparing the disadvantages of franchise operations with the disadvantages of chain operations. Collect assignment.[C]

4

Safety Practices and Emergency Procedures

ESSENTIAL ELEMENT

- Demonstrate safety practices and emergency procedures.(vID)

OBJECTIVES TO ACHIEVE

- Identify safety responsibilities of management and employees.
- Discuss government regulations, codes, and standards.
- Determine major causes of job-related accidents.
- Outline procedures used in fire emergencies or disasters.
- Identify procedures used in medical emergencies.

MANAGEMENT AND EMPLOYEES' SAFETY RESPONSIBILITIES

TS4:1* Divide the class into small groups and have each group develop a detailed case study involving accidental injury to a customer or employee of a business in hospitality services. Have elected group leaders present case studies to the class. Lead a class discussion about the importance of liability insurance and worker's compensation insurance for hospitality services. KEY QUESTIONS: What is worker's compensation? What is liability insurance? Why is it necessary for hospitality service businesses to have liability insurance and worker's compensation plans? Which case studies would utilize liability insurance? Which case studies would utilize worker's compensation?[C]

TS4:2 Duplicate and distribute Teaching Aid 13, Employee Contributions Toward Safety. Ask each student to write down one specific example of each safety contribution shown. Allow students to share their examples with the class. KEY QUESTION: To whom should employees report hazardous conditions? CRITICAL QUESTION: What can employers do to educate employees and encourage them to demonstrate responsible safety habits?[C]

* TS 4:1 indicates teaching strategy, chapter 4, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS4:3 Lead students to brainstorm hazardous conditions in hospitality services that could result in loss or injury. Have a volunteer write students' ideas on the chalkboards or overhead projector. KEY QUESTIONS: To whom should these hazardous conditions be reported? Which of these conditions are hazardous to both employees as well as customers?[C]

TS4:4 View the videotape *How To Conduct a Safety Meeting: A Part of Your Job* (15 minutes) from the Texas Department of Health Audiovisual Library (see reference list number one for further information). Lead a class discussion about the points brought out in the videotape and have pairs of students plan (in written form) a safety meeting according to the eight steps given on the videotape. Volunteer students may conduct their planned safety meeting with the class. KEY QUESTIONS: What are the four basic elements of a safety meeting? What are the eight basic steps for conducting a safety meeting? What visual aids can be used to enhance safety meetings? What are some strategies that presenters can use to control or deal with difficult or distracting individuals in the midst of a meeting?[C]

GOVERNMENT REGULATIONS, CODES, AND STANDARDS

TS4:5 Invite a representative from the Occupational Safety and Health Administration (OSHA) to speak to the class on the topic of potentially dangerous conditions that are most often found in hospitality service businesses. Guide students in preparing questions prior to the speaker's arrival. Sample questions include the following: How are codes and regulations established and enforced by OSHA? What are these codes and regulations? How does OSHA follow-up on hospitality services that have failed inspection? What is the amount of time allowed for businesses to implement and correct inadequate inspection reports? How often are inspections conducted? What other agencies are responsible for enforcing codes and regulations in hospitality services? What kind of training program does OSHA offer? Is OSHA allowed to collect fines from facilities that fail to correct violations? What is considered a serious enough problem that warrants closing the business until corrections are made? Ask each student to write a paper on the role of OSHA in hospitality services.[B][C]

TS4:6 Lead a class discussion on the benefits that OSHA brings to businesses. KEY QUESTIONS: In what ways do OSHA regulations protect employees in hospitality services? In what ways do OSHA regulations protect customers of hospitality services? What are the responsibilities of OSHA in regards to chemical use in hospitality service facilities?[B][C]

TS4:7 Arrange for the class to visit a local health department. Guide students in preparing questions prior to the visit. Sample questions include the following: What health-related regulations are establishments in the hospitality industry expected and required to observe? Does the health department conduct inspections to enforce compliance? how often? What are the qualifications required by inspectors? Are standardized lists or forms used to conduct inspections? (If yes, ask that students be allowed to examine or even take back samples of these lists/forms that are used to evaluate the health-condition of hospitality facilities.) Instruct each student to write a paper about non-food, health-related issues related to the hospitality industry. Allow student volunteers to share papers with the class. Collect assignment.[B]

TS4:8 Prepare a transparency of Teaching Aid 14, Building and Safety Codes. Lead students to brainstorm specific violations of building and safety codes that may be related to items A through H on the Teaching Aid. Lead a class discussion about the vital role of building and safety codes related to hospitality services. KEY QUESTIONS: What does the size of a room have to do with safety? How does location and accessibility of exits contribute to the safety of customers? When are structures subject to building and safety inspections? Why should a building that is simply being remodeled be inspected? What are the consequences to business owners who fail to correct building or safety violations? CRITICAL QUESTION: What are the consequences to business owners whose customer incur injuries due to an uncorrected code violation?[C]

TS4:9 Duplicate and distribute Teaching Aids 15a-c, Food Service Establishment Inspection Report. Point out the different categories of items that are subject to inspection by the local and state health departments. Lead a class discussion about the different criteria that food establishments must meet to successfully pass a food service inspection. Assign each student two items on the report. Have students explain and give examples of a violation of each item. Allow students to share their examples with the class. KEY QUESTIONS: Which of the specific criteria listed on the inspection report are considered critical items requiring immediate attention? What are the three critical items under the food protection category? For how many points (wt. column) does proper sewage and waste water disposal account? What is the highest possible score that a food service establishment can earn?[C]

TS4:10 Invite a representative from the fire department to discuss inspection procedures of hotels and restaurants. Ask the speaker to bring blank inspection reports for students to examine. Guide students in preparing questions prior to the speaker's arrival. Sample questions include the following: What is the required ratio of fire extinguishers for each room? Which types of fire extinguishers are frequently recommended? How often should hotels and restaurants be inspected? Are businesses called ahead of time or are inspections mostly surprise inspections? What are the requirements for smoke detectors in hotels and restaurants? Are educational programs available through the fire department to educate staff on fire safety? Have each student hand in an outline of the information provided by the speaker that would be helpful information for the owner of a hospitality service.[C]

JOB-RELATED ACCIDENTS

TS4:11 View the videotape *It Won't Happen To Me* (15 minutes) from the Texas Department of Health Audiovisual Library. (See reference list item number one for further information.) Lead a class discussion on the material presented in the videotape. KEY QUESTIONS: What are three major areas that affect aspects of safety? What were the risks taken by persons depicted in the videotape? What serious injuries resulted from the risks taken? What are accidents and "close calls" caused by? How can this be illustrated in pyramid form? What are six ways of preventing accidents? CRITICAL QUESTIONS: Why do people take unnecessary safety risks? What are some common causes of accidents? Which accidents occur most frequently?[C]

Causes of Accidents

TS4:12 Have each student choose one of the following topics and write a paper on how the behavior or condition can lead to an on-the-job accident. Ask students to include one example for illustration.

- carelessness
- failure to follow rules or policies
- fatigue
- improper use of equipment
- negligence

Allow student volunteers to present their papers to the class.[B][C]

TS4:13 View the videotape *The Scoffer* (8 minutes), from the Texas Department of Health Audiovisual Library (see reference list item number one for further information). Write the word *Scoffer* on the chalkboard or overhead projector and ask students to identify characteristics of a scoffer. KEY QUESTIONS: How can supervisors best handle scoffers like Bill? How should responsible co-workers or friends handle Bill's disposition? In what ways does Bill create a problem for his supervisor? What kind of example does Bill set for Charlie, the new employee? How has Bill affected his other co-workers over time as depicted in the film?[C]

Prevention of Accidents

TS4:14 Duplicate and distribute Teaching Aids 16a-b, Steps Toward Accident Prevention. Ask each student to list three ideas that would help prevent accidents such as those identified as A through H on the Teaching Aid. When students have completed filling out the information required on the Teaching Aid, allow them to share their answers with the class. Ask a student volunteer to write responses on the chalkboard or overhead projector. (After answers have been displayed, direct students to Table 4.1 of the Reference Book pages 37-39 for additional preventive measures. Students can compare their ideas with those already listed in the table.)[C]

TS4:15 View the videotape *Slips, Trips, and Falls* (14 minutes) from the Texas Department of Health Audiovisual Library. (See reference list item number one for further information.) Lead a class discussion on the material presented in the videotape. KEY QUESTIONS: Why are persons most likely to fall at ground level? After automobile accidents, what is the second most frequent injury-causing accident? What are three common causes of slips? In what ways can slipping accidents be reduced? What are three common causes of trips? In what ways can tripping accidents be reduced? What are two common causes of falls? In what ways can falling accidents be reduced? Why should the top two rungs of ladders never be used? What are the safety principles to use on stairways?[C]

TS4:16 Order copies of the booklet *Preventing Slips and Falls* from the National Safety Council. (See reference list item number four for further information.) After students have read the information in the entire booklet, lead a class discussion by quizzing students about what they learned. KEY QUESTIONS: What is known as the 1-2-3-4 approach to preventing falls? What are examples of hazards? Under what conditions might a simple walk become hazardous? What are three ways to reduce slipping hazards? What is the difference between a "safe" shoe and an "unsafe" shoe? How can falls be prevented? How can employees best protect themselves from slips and falls while on the job?[C]

TS4:17 Invite one or two landscape specialists or representatives from local nurseries to speak to the class about safe exterior environments of hotels and food operations. Guide students in preparing questions prior to the arrival of the guest speakers. Sample questions include the following: What types of lighting are recommended for each of the following: patios, sidewalks, pathways, steps, public areas, and parking lots? Does some lighting work better than others? Which lighting systems are most economical? What can be done to prevent overgrown landscape areas? Why would overgrown landscape around a hotel or food establishment not be advisable? What are the newest trends in restaurant and hotel landscaping? Are railings, handrails, and fences considered part of the landscaper's responsibilities? Ask students to list at least five examples of safety in landscaping.[C]

TS4:18 View the videotape *Supervising Safety: You Make the Difference* (19 minutes) from the Texas Department of Health Audiovisual Library (see reference list item number one for further information). Lead a class discussion on the material presented in the videotape. Have students provide examples for each of the following safety precautions:

- emphasizing the value of employee safety
- following up employee's understanding of required behavior change
- identifying unsafe acts
- informing employee of correct procedure
- restating a position

KEY QUESTIONS: What are the three factors that influence accidents? Which one of these three factors is the most difficult to control? Why? What are the three basic day-to-day techniques that supervisors can apply to influence behaviors of employees?[C]

TS4:19 Ask each student to prepare a visual display that illustrates landscaping and lighting safety for outside use. (Information on this topic can be found in the Reference Book on page 36.) Each visual should illustrate and identify at least three examples related to landscaping and lighting safety for hospitality facilities. Visual displays should also indicate safety reasons for each landscaping and lighting decision. Allow student volunteers to present and explain their visual displays to the class. Display visuals in the classroom or class display case.[C]

PROCEDURES USED IN FIRE EMERGENCIES

TS4:20 Duplicate and distribute Teaching Aid 17, Preparing For Fire Emergencies in Hospitality Services. (Encourage students to refer to the Reference Book pages 40-43 as a tool for obtaining the information requested on the Teaching Aid.) Upon completion, allow a student volunteer to write the correct answers on the chalkboard or overhead projector. (Additional answers other than those listed on Teaching Aid 17-Answer Key, may also apply.) Allow students to share additional answers not already listed. Discuss all answers with students.[C]

TS4:21 Lead a class discussion about the five areas in which hospitality service businesses should train their employees in case of fire emergencies. KEY QUESTIONS: What are five areas in which hospitality employees should be educated for fire emergency readiness? What is the purpose of prearranging an emergency meeting place? How might procedures for evacuation differ between hotels and food service facilities?

TS4:22 Order copies of the booklet *Surviving Hotel Fires* from the National Safety Council. (See reference list item number four for further information.) Ask each student to read and become familiar with the information in the booklet. Write the following headings on the chalkboard or overhead projector:

- prior to and at check-in time
- when fire is in your room
- when hallways are clear
- when hallways are filled with smoke

Instruct each student to choose one of the above listed topics. Have students write a paper on the survival steps suggested in the booklet for the chosen topic. Allow student volunteers to share papers with the class. Written assignments should include justification for each recommended survival step. Collect papers.[B][C]

Fire Prevention Techniques

TS4:23 Invite a representative or qualified volunteer of the local fire department to speak to the class about techniques used to prevent fires in hotels and food service facilities. Guide students in preparing questions prior to the speaker's arrival. Sample questions include the following: What is the Life Safety Code? How often should hospitality service businesses be inspected? What is involved in a fire prevention inspection? What are specific regulations concerning the use of smoke detectors and sprinkler systems? What determines the number of persons allowed by fire inspection standards in any particular establishment at one time? How is the ratio of fire extinguishers per room determined? What is the difference in this ratio between a hotel and a restaurant? What are specific examples of violations concerning fire exits? What standard procedures are applied to hospitality establishments that are found to have violated a fire safety regulation? Ask each student to write a paper explaining the role of regular fire inspections as a prevention technique. (This Teaching Strategy can be combined with Teaching Strategy 4:31.)[B][C]

TS4:24 Allow pairs of students to work together to obtain information about NFPA (National Fire Protection Association). Researched information should include the following:

- estimated current membership
- influence on fire codes
- membership benefits
- primary mission of NFPA

Have each team write a paper explaining their findings. Sources for research include libraries, fire administrators, or city halls.[B][C]

Employee Responsibilities During Fire Emergencies.

TS4:25 Divide the class into small groups. Assign each group the task of identifying responsibilities of one of the following hospitality employees during a fire emergency.

- Engineering/maintenance personnel
- Food operation employees
- Front desk personnel
- Kitchen employees
- Managers
- Room attendants

Ask each group to design a visual display with illustrations showing step-by-step responsibilities of that hospitality employee during a fire emergency. Allow a group representative to present and explain the visual to the class. Display each group's visual in the classroom or class display case.[C]

TS4:26 Allow pairs of students to work together. Duplicate and distribute (to each team) Teaching Aid 18, Reacting to a Fire Emergency in a Hospitality Service Business. Have pairs of students decide on one of the following groups of employees to write about: room attendants, front desk personnel, engineering/maintenance personnel, managers, food operation employees, or kitchen employees. Each team will introduce a responsibility that might be neglected by the group of employees that were selected. Have teams discuss how the neglect of that group of employees could have jeopardized the safety of the customers and other employees alike, and complete Part I of the Teaching Aid. Instruct each team to exchange the Teaching Aid (with Part I completed) with another team who will fill out Part II of the Teaching Aid and return it to the team who wrote Part I. At this time instruct team members who filled out Part I to complete Part III as well. Have each team share results with the class.[B][C]

Procedures for Reporting Fires

TS4:27 Write down information about a fire emergency on the chalkboard or overhead projector that students can use to role play reporting the emergency situation to the fire department. Select several unsuspecting students throughout each class period to demonstrate the proper method for reporting the fire emergency described on the chalkboard or overhead projector. Apply this teaching strategy over a period of several days, providing information about different fire emergency situations each day. Each student demonstration should include the following details:

- the name of the person reporting the fire
- the business name
- the business address
- the type of fire
- the location of the fire within the building
- the size of the fire[C]

Procedures for Evacuation

TS4:28 Write the phrase "Emergency Meeting Locations" on the chalkboard or overhead projector. Have students give a description of emergency meeting locations. Lead a class discussion about how the use of emergency meeting locations can impact the effectiveness of employee and customer safety during hospitality services emergencies. KEY QUESTION: What are two purposes of establishing emergency meeting locations in hospitality services?[C]

TS4:29 Divide the class into small groups to discuss the following issues related to fires in hospitality services:

- evacuation procedures
- location and visibility of exit signs in hallways
- occupant doors open to outside versus occupant doors open into a corridor and how each affects method of evacuation
- responsibilities of employees
- responsibilities of supervisors and managers
- special needs of occupants with physical disabilities.

Have an elected group leader from each group share conclusions with the class.[C]

Procedures for Extinguishing Fires

TS4:30 Prepare index cards in advance listing one item that can catch on fire, such as wood, paper, rubbish, gas, grease, paint, lacquer, other flammable materials, or electrical equipment. Have each student pick a card, read out loud the item listed, and identify that item as one of the following:

- Class A fires
- Class B fires
- Class C fires

Lead a class discussion about the differences between class A, B, and C fire extinguishers. KEY QUESTIONS: How can you tell for which class of fire a fire extinguisher should be used? Why is it important to check the class of fire a fire extinguisher is equipped to handle prior to use? What does it mean if a fire extinguisher is labeled ABC?[C]

TS4:31 Invite a representative or qualified volunteer from the local fire department to discuss common types of fire extinguishers seen in hospitality services and demonstrate proper usage of each. Guide students in preparing questions prior to the speaker's arrival. Sample questions include the following: How can one determine the most recent date that any particular fire extinguisher was last inspected? What are signs that indicate a faulty fire extinguisher? What are examples of automatic fire extinguishing systems? How reliable are they? If possible, allow students to operate the different types of fire extinguishers. (This Teaching Strategy can be combined with Teaching Strategy 4:23.)[C]

TS4:32 Ask a city fire marshal if the videotape *Hotel Fire Alert* produced by the National Fire Protection Association is available to borrow for viewing. Lead a class discussion following the viewing of the tape. KEY QUESTIONS: What are at least six steps that employees can take to reduce the chance of fires in hospitality facilities? What special rules of safety should be followed in laundry rooms? What is the purpose of closing and locking linen and trash chutes? What is the most common cause of fire in the kitchen? What is meant by "fuel for arsonists?" Some hotels are now instructing bellpersons to inform guests about what? What is the purpose of checking for unlit exit signs? How should the process of reporting a fire unfold in a hotel/motel setting? Where should wet towels be placed when one is trapped in a guest room? Why should elevators not be used during a fire? What should one do if the escape stairway is filled with smoke?[C]

TS4:33 Have each student write a fictitious case study to illustrate the application of a fire safety rule. Each case study should be a detailed account describing the circumstances that led to the emergency and the type of intervention that was utilized. Have volunteer students read their case studies to the class. Ask the remaining students to evaluate the case study and make appropriate alternate suggestions.[B][C]

PROCEDURES USED IN WEATHER EMERGENCIES AND DISASTERS

TS4:34 Make prior arrangements to tour the meteorology department of a local television station. Guide students in preparing questions for the tour guide to answer. Sample questions include the following: How does the National Weather Service communicate with the television station? What equipment if any is specifically reserved for communications with the National Weather Service? Which is the fastest method of receiving reports from the National Weather Service - radio or television? What are the advantages of local reports over National Weather reports? What types of weather are reported through the National Weather Service? What are the various symbols and signs used to alert the public to threatening weather conditions? Have each student write a paragraph about the most interesting information received during the tour. Allow student volunteers to share contents of paragraphs with the class.[B][C]

TS4:35 Contact the local chapter of the American Red Cross and request several copies of the pamphlet titled *We're There When You Need Us*. Have each student read over the pamphlet. Lead a class discussion about the role of the American Red Cross in weather emergencies and disasters. KEY QUESTIONS: What is the purpose of the American Red Cross? What does the American Red Cross actually do in a disaster? What does the America Red Cross stand for?[C]

TS4:36 Invite the manager or owner of a local hotel to speak to the class about the training that employees receive in preparation for disaster situations. Ask the hotel representative to bring copies of a written plan currently being used to train facility employees. Guide students in preparing questions prior to the arrival of the speaker. For what types of disasters do you train your employees? How often do you have mock drills? If you notify guests about upcoming mock drills, do they also participate? What are the most common types of disasters seen in your area of the country? Why does the law require all hotels and motels to have current written disaster plans available and on file at all times? Do disaster drills include ways to protect property as well as guests and employees? In what order should the safety of property, guests, and employees be established during times of disaster? What are some non-natural disasters that might occur in a hotel/motel facility as a result of the age or inferior structure of the building? Have each student write a summary on the information received by the guest speaker about disaster strategies for hotel/motel employees and guests.[B][C]

Thunderstorms and Lightening

TS4:37 Lead a class discussion about how thunderstorm weather conditions can affect responsibilities of hospitality employees as well as the environment of the hospitality establishment. KEY QUESTIONS: What furnishings and other features should hospitality services have available for the comfort and safety of guests who are entering their facilities under thunderstorm conditions? (Examples can include covered driveways to allow passengers to enter the facility without getting wet, fairly large all-weather carpets for customers to dry bottoms of shoes at entranceways to avoid slipping accidents, and umbrella and coat racks available so that customers do not have to carry these wet items about.) What special things can the hospitality staff do to help customers who are entering their facility during thunderstorm conditions?[C]

TS4:38 Divide the class into small groups to develop a visual display indicating the difference between a thunderstorm watch and a thunderstorm warning. Displays should include do's and don't rules to follow under shelter during thunderstorms, such as unplug appliances and avoid using the telephone; do not take a bath, shower, or run water unnecessarily; and draw blinds or shades over windows to prevent broken window glass from flying into a room. Ask for permission to display the visuals in the school hallways in order to make the information available to all students.[C]

TS4:39 Become familiar with the symbols on television screens that alert viewers to thunderstorm watches and warnings. Write the following on the chalkboard or overhead projector:

- draw a thunderstorm warning sign
- draw a thunderstorm watch sign
- What is the purpose of staying away from windows during thunderstorms?
- Why should telephones not be used during thunderstorms?

Have students respond to the four items listed above. Discuss answers in class.

Tornadoes

TS4:40 Ask students to define the terms *Tornado Watch* and *Tornado Warning*, and draw picture examples of symbols or shaded county maps often used for alerting television viewing areas of both weather conditions. Lead a class discussion about tornadoes and safety precautions for hospitality service employees to follow. (If necessary, consult supervisors of local hospitality services to inquire about emergency plans in preparing for tornado weather.) KEY QUESTIONS: During what times of the day and months of the year do tornadoes occur most frequently? How should hospitality service supervisors prepare their employees and staff for tornado weather? Where in or around hotels or restaurants might be some safe locations for guests and employees to wait out a tornado? How can employees help keep guests calm during an emergency situation such as this?[C]

Hurricanes

TS4:41 Ask each student to research the following information about hurricanes:

- brief account of a recent hurricane (within five years) and damages suffered
- detecting and predicting a hurricane's arrival
- differences between tornadoes and hurricanes
- how and where most hurricane damage occurs
- locations that hurricanes originate from
- most probable times of the year

Have students present accounts to the class. Lead a class discussion about how the information presented by students affects hospitality services located in coastal areas. CRITICAL QUESTIONS: Which hospitality services would be allowed a greater amount of time to evacuate - one facing a tornado or one facing a hurricane? Why?[B][C]

Blizzards

TS4:42 Lead students to brainstorm ways hospitality services can assist guests who are required to extend their stay due to an unexpected blizzard. Have a student volunteer write answers on the chalkboard or overhead projector. Lead a class discussion on the topic of services that can be offered to guests during unexpected extended stays due to inclement weather conditions. KEY QUESTIONS: What can hospitality services do ahead of time to prepare for an event such as a blizzard? What types of hazards might develop as a result of blizzard weather? How might these hazards affect the services offered by hospitality facilities?[C]

Earthquakes

TS4:43 Invite a representative from the American Red Cross to give a presentation to the class about earthquakes. Guide students in preparing questions prior to the arrival of the representative. Sample questions include the following: What is the role of the American Red Cross following an anticipated earthquake? How are victims in public places such as hotels and restaurants helped by the American Red Cross? What preparatory measures should be taken by hospitality services for earthquake disaster? What are some general guidelines for owners of public places such as food service facilities and hotels to follow for their own safety as well as for their guests' safety before, during, and after the occurrence of an earthquake? Ask students who have experienced earthquakes to share their personal stories with the class.[C]

TS4:44 Have students locate on a U.S. map those geographical regions where earthquakes are most likely to occur. Ask student volunteers to interview a science teacher, or invite the teacher to class, to provide specific information about earthquakes. Guide students in preparing questions prior to interviewing or inviting the teacher. Sample questions include the following: What causes earthquakes? What makes one area more prone to earthquakes than another area? Can earthquakes be accurately predicted? What is the Richter scale? What are some damaging effects of earthquakes? What preparations are suggested that might diminish some of the damaging effects of earthquakes? Divide the class into small groups to discuss how hospitality services that are located in high risk earthquake areas can plan for earthquake emergencies. Have elected group leaders present planning strategies to the class.[B][C]

Interruptions in Utility Service

TS4:45 Invite a representative from a gas or electric company to speak to the class about interruptions in utility services. Guide students in preparing questions such as the following: How often do interruptions in service occur on a yearly average? What is the average length of time before services can usually be restored? Are hospitality services provided with information and instructions concerning the steps they are to take when utility services are interrupted? Are there any special services provided by utility companies to hospitality services and other businesses such as reimbursement for customers lost due to power failure? What are some of the things that hospitality service supervisors can do? For what reasons might the services of a utility company be interrupted? What dangerous situations might arise due to interruptions in service? Have each student write a paper summarizing the advice and information received concerning interruptions in utility services that applies to hospitality services.[B][C]

PROCEDURES USED IN MEDICAL EMERGENCIES

TS4:46 Display a transparency of Teaching Aid 19, It's an Emergency if . . . . Lead a class discussion identifying types of medical emergencies. KEY QUESTIONS: Under what circumstances should an ambulance be called for the guest at your establishment? Why is getting immediate help so crucial to the life of a victim?[C]

General Guidelines for Medical Emergencies

TS4:47 Divide the class into small groups to discuss the following:

- How can hotel supervisors best prepare themselves and their employees for guest-related emergency situations?
- Security and management personnel should all be trained to execute at least which two lifesaving skills?
- What are the most common types of emergency situations that might occur in hotel facilities?
- What are the most common types of emergency situations that might occur in food service facilities?

Allow elected leaders from each group to share group's answers with the class. CRITICAL QUESTION: How might the emergency training for employees of restaurants differ from the emergency training for employees of hotels?[C]

TS4:48 Duplicate and distribute Teaching Aid 20, Active Measures For Medical Emergencies. Divide the class into groups of four persons, and have each group develop a skit on a medical emergency in a restaurant or hotel. Characters should include victim, employee, security personnel or medical emergency manager, and paramedic or emergency medical personnel. Each group's skit should reflect the guidelines listed in sections A, B, and C of the Teaching Aid. KEY QUESTIONS: In what ways can hospitality service employees show their care and concern for victims who are waiting for professional medical help? In what ways can hospitality service employees show their care and concern for victims who are in the process of recuperating?[B][C]

First Aid for Specific Emergencies

TS4:49 Display a transparency of Teaching Aid 21, First Aid Principles. Lead a class discussion covering each principle listed. Write several real-life situations on the chalkboard or overhead projector, such as a woman choking at the restaurant, a little boy who just fell down the hotel stairs, and an elderly man who slipped and fell on the well-polished hotel lobby floor. Have each student apply first aid principles by explaining specifically and in proper order what should be done in each of the real-life situations. KEY QUESTION: For what reasons might persons in hospitality services not follow the first aid principles in the order given?[B][C]

TS4:50 Duplicate and distribute Teaching Aid 22, Remember L-I-F-E. Divide the class into pairs. Have each pair write about a fictitious account of an emergency that might occur in a hospitality facility. When presenting results to the class, one student can relate the situation and the other student can role play calling for help (making sure to include the information listed on the Teaching Aid). Lead a class discussion to evaluate the emergency telephone call and how it related to the actual situation. KEY QUESTIONS: Was the information given over the telephone an accurate assessment of the emergency situation? What other information could have been given that would have been helpful?[C]

TS4:51 Invite a Certified Cardiopulmonary Resuscitation (CPR) instructor to come to class and demonstrate CPR and the Heimlich Maneuver. (Contact the American Red Cross for recommendations.) Guide students in preparing questions prior to the speaker's arrival. Sample questions include the following: What are the main points to remember when administering CPR? When should the Heimlich Maneuver be used? If possible have students practice on a mannequin.[B][C]

TS4:52 Order the three audiovisuals (each under 15 minutes) *First Aid for Wounds*: Module number three, *First Aid For Burns*: Module number five, and *First Aid For Sudden Illness*: Module number six from the Texas Department of Health Audiovisual Library. (See reference list item number one for further information.) Have students note the procedures for dealing with the emergencies, and lead a class discussion on emergency first aid. KEY QUESTIONS: What is the difference in the treatment of a burn caused by fire and a burn caused by steam? How is a chemical burn treated? What is the recommended treatment for an eye burn? How are burns classified? What are the first aid recommendations for fainting? for shock? What are the different types of wounds? How are wounds classified? How are contamination and infection prevented?[B][C]

TS4:53 Invite the school nurse or an EMS paramedic to show basic equipment of a first aid kit and to demonstrate simple first aid procedures for emergencies involving burns, cuts, bruises, and shock. Guide students in preparing questions prior to the speaker's arrival. Sample questions include the following: How would you treat a cut without a first aid kit? If more than one emergency situation should occur simultaneously, which should be attended to first: a cut, a burn, or shock? Which should be attended to second? If possible, allow students to practice some of the procedures on each other, such as wrapping a wound and treating a burn.[B][C]

TS4:54 Contact the nearest chapter of the American Red Cross to inquire about current videotapes, pamphlets, and educational materials or programs related to first aid in specific emergencies. Obtain appropriate resources and share with the class or arrange for students to meet with a Red Cross representative who can discuss common emergency situations and procedures to follow. Have each student prepare a written report on any specific emergency situation and offer appropriate first aid suggestions. Collect reports.[C]

TS4:55 Divide the class into rescue teams. Have each team role play responding to an emergency situation, including placing a phone call for assistance. Use Teaching Aids 21, First Aid Principles, and Teaching Aid 22, Remember L-I-F-E, as guidelines for the skit. Lead a class discussion about each role play. Have students correct any misinformation that has been portrayed. Examples of emergency situations include the following:

- a guest with a badly bleeding cut
- a guest who has gone into shock
- a guest who is choking[C]

5

Applications of Technology in the Hospitality Industry

ESSENTIAL ELEMENT

- Describe applications of technology in the hospitality industry.(v1E)

OBJECTIVES TO ACHIEVE

- Explore recent technological advances and their applications in lodging operations.
- Review recent technological advances and their applications in food and beverage operations.

RECENT TECHNOLOGY IN LODGING OPERATIONS

TS5:1* Have students brainstorm reasons why hospitality businesses would want to incorporate the use of computers. Ask a volunteer to write students' answers on the chalkboard or overhead projector. Possible reasons include to have quick access to information, to improve accuracy in billing, and to improve speed of information processing. Lead a class discussion to expand on and support students' answers. CRITICAL QUESTION: What is the main argument against high-tech automation in the hospitality industry?

TS5:2 Invite a sales representative of hospitality equipment and supplies to speak to the class about new technological developments in the hospitality industry. Ask the guest speaker to bring samples of products or catalogues and advertising brochures that describe these new products. Guide students in preparing questions prior to the arrival of the speaker. Sample questions include the following: In what ways can new technology improve customer service? In what ways can new technology improve staff efficiency? What technological advances in the hospitality industry would be most beneficial to larger establishments versus smaller establishments? What are factors that influence a hotel owner's decision to adopt or not adopt specific new technologies? Which is one of the fastest moving new technologies on the market today? Allow students time to glance through materials that were brought by the speaker such

* TS 5:1 indicates teaching strategy, chapter 5, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

as brochures and catalogs. Have students write a summary of the advantages and disadvantages of one of the new technologies discussed. Collect papers.[B]

TS5:3 Duplicate and distribute Teaching Aid 23, Preserving the Personal Touch in a High-Tech Hospitality Environment. Using the high-tech example mentioned in the first column, ask each student to make suggestions on ways to personalize each service by writing specific plans in the second column. Have students share ideas with the class explaining how the plans could best be implemented. Lead a class discussion about students' ideas for adding "the personal touch" to high-tech services. KEY QUESTIONS: Why is personal attention and human contact a long-time tradition of hospitality services industries? At what point might high-tech services become a disadvantage to a hospitality service? Which types of hospitality services are most prone to receive negative reactions for adopting high-tech systems?[B][C]

TS5:4 Lead students to brainstorm ways that hospitality staff can enhance personalization despite the growing computerization of the hospitality industry. Ask a student volunteer to write ideas mentioned on the chalkboard or overhead projector. Lead a class discussion about the impression that personal attention versus computerization leaves on customers of hospitality services. CRITICAL QUESTION: What are some practical ways to provide "the personal touch" for guests of hospitality services while continuing to utilize the benefits of technological advances?[C]

Management Systems

TS5:5 Have each student shop around at different computer stores or businesses to choose a software package that would be helpful in the operation of a small hospitality business. Ask each student to report on the features of the software package that might benefit the functioning of different responsibilities in various hospitality services. Reports should include the following information about the software: name, price, features, specific benefits to hospitality services, and the possible long-term impact that usage might have on the quality or efficiency of a hospitality service. Instruct each student to present software information to the class. Allow each student to vote on the software package that would most likely benefit small hospitality operations over larger establishments.[C]

TS5:6 Lead a class discussion about room inventory management for hotels. KEY QUESTIONS: What is the name of the software that is used for room inventory management? What are at least eight basic department duties with which these software programs can assist? What is an inventory? In what ways can these software programs help with inventories?[C]

TS5:7 Duplicate, distribute, and have each student answer the question on Teaching Aid 24, What's in a Guest History? Lead a class discussion on how hospitality service businesses might utilize the information from individual guest histories to personalize future services for that person. Discuss students' suggestions for additional information that might be helpful. KEY QUESTIONS: What type of questions might be too personal? What likes and dislikes of guests would be appropriate information for hotels to have? How can this information benefit hotel facilities?[B][C]

TS5:8 Divide the class into small groups. Have each group develop a skit that demonstrates the benefits of keeping good guest history records. Skits should show how guest histories can help personalize guest services. Have a group spokesperson read the guest history of the person portrayed in the group skits prior to prepared skit presentations. Ask the student audience to evaluate each skit by answering the following questions: Which information from the guest history was utilized by employees and staff? In what ways did knowledge from the guest histories help customize and improve service to that guest? How does personalized service to guests affect the level of guest satisfaction for any particular hotel operation?[B][C]

TS5:9 Compare and contrast the old management systems of hospitality services with the new management systems of hospitality services. Ask each student to write a paper on the topic of old versus new management systems. (Refer students to pages 56-59 of the Reference Book for additional information.) Paper contents should answer the following questions: For what are interfacing point-of-sale terminals used? What are the advantages and disadvantages of computerized self-service check-in terminals? What are the advantages of new management systems? the disadvantages? What were the advantages of old management systems? the disadvantages? Allow student volunteers to share papers with the class. Collect assignment.[B]

TS5:10 Duplicate, distribute, and have each student complete Teaching Aid 25, Management Systems Matching. Go over the answers in class and have students correct their own papers. Divide the class into two teams. Read a random definition to team one. If the proper term is given, team one earns one point; if not, the opportunity to earn a point reverts back to team two. If team two answers correctly, the point is awarded to that team and that team is allowed the opportunity of identifying another definition. The team that has accumulated the most points at the end of the game is the winning team.

TS5:11 If possible, obtain the use of several computer keyboards and screens to use in this Teaching Strategy. Have pairs of students practice the skill of retaining eye contact and verbal communication with a guest while inserting information into the computer. Inserted information should include name, address, telephone number, date of arrival, date of departure, and number of registering occupants. (If a student is not familiar with the use of a keyboard, the typing action can be simulated.) Allow student volunteers to present their practice scenarios to the class and ask observing students to evaluate each presentation for overall effectiveness of communication and personal interaction between the guest and the employee.[B][C]

Communications

TS5:12 Lead a class discussion about various communication systems used in the operation of hotels. KEY QUESTIONS: What is a PBX system? Why is a PBX system also referred to as a command post? What are the benefits of telephone call accounting systems? How is it possible that some hotels receive profits from long-distance calls made by guests? How might this result in a financial disadvantage for guests who making long-distance calls?

TS5:13 Demonstrate and describe (or invite a "fax" machine sales representative to demonstrate and describe) the use of a facsimile machine to the class. (This Teaching Strategy may be planned as a class field trip to a business specializing in the sale of facsimile machines. Contact and obtain prior permission from the manager or owner of the business.) If possible, allow students to send and receive messages to each other and familiarize themselves with the mechanics of a facsimile machine. Ask each student to write a paper about the advantages and disadvantages of allowing hotel guests access to facsimile machines. Write responses on the chalkboard or overhead projector. Allow student volunteers to share papers with the class. Collect papers.[C]

Security Systems

TS5:14 Lead a class discussion about the four security systems listed on Teaching Aid 26, Hotel Security Systems. KEY QUESTIONS: What are four commonly utilized hotel security systems? How does each system work? What are the general costs for installing and purchasing these security systems. In what other ways can hotel establishments increase the security of their facilities besides use of mechanical security systems? What can employees do (or be trained to do) to supplement and add to guest security at their place of employment?

TS5:15 Duplicate and distribute Teaching Aid 26, Hotel Security Systems. Have each student describe all four security systems listed on the Teaching Aid and identify at least one advantage and one disadvantage of each system. Have four student volunteers go up one at a time to write answers on the chalkboard or overhead projector concerning one of the four security systems listed on the Teaching Aid. Allow remaining class members to offer additional descriptions, advantages, and disadvantages not displayed on the chalkboard or overhead projector. Add students' additional comments.[C]

TS5:16 Invite the director of hotel security from a local hotel to speak to the class about practices and devices that hotel owners/managers can adopt to improve the security of their hotel establishment. Guide students in preparing questions prior to the director's arrival. Sample questions include the following: What are panic buttons? How can walkie/talkies be helpful in the security of larger hotels? In what ways can alarm companies and security companies be of assistance to the security of hotel establishments? What minimum security measures should all hotels incorporate? What should be the differences between security services of small hotels in medium sized towns versus large hotels located in big cities? What type of security training is recommended for all employees working in a hotel? Have each student write a summary on security in hotels based on the information provided by the guest speaker. Collect assignment.[C]

RECENT TECHNOLOGY IN FOOD AND BEVERAGE OPERATIONS

TS5:17 Ask each student to gather information about a recently developed food product or piece of equipment for use in the food and beverage industry. Students can obtain information from sources such as cash register companies, restaurant equipment catalogs, food shows, owners or directors of food and beverage establishments, food sales representatives, or restaurant equipment supply companies. Have each student prepare a presentation with a visual display (sample or picture of the product) about the food product or equipment that was researched. Presentations should describe in what way the product or equipment will improve operations. Examples include voice-activated microwave ovens, touch screen terminals, and new pre-prepared/pre-packaged foods.[C]

Customer Service Technology

TS5:18 Lead a class discussion about the advantages of computer precheck machines in food and beverage operations. KEY QUESTIONS: Who benefits from precheck machines? What information is stored in a precheck machine? What does a precheck machine calculate? What information does the precheck machine provide to guests? CRITICAL QUESTION: How does the use of precheck machines improve communication between employees?[C]

TS5:19 Divide the class into groups to develop skits. Each skit should depict one of the following human errors that can occur in food and beverage operations without precheck machines:

- a dessert item is left off the customer's charges because it was ordered late in the meal
- the charges on a customer's ticket are not accurately calculated and subtotaled
- the cook has trouble reading the handwriting of the wait person and prepares the wrong food item
- the gap between projected inventories and actual inventories has been growing
- unserved food items are charged to customers

Have each group present skits to the class and explain how the use of a computerized precheck machine would have avoided the human errors.[C]

TS5:20 Have each student choose one of the following technological aids often available in hospitality services to research and write about.

- fax machines
- point of sale systems
- touch screen terminals

Each paper should point out the benefits to guests or employees of that technological aid. Have student volunteers share papers with the class. Collect assignment.

Food and Beverage Preparation Technology

TS5:21 Have students work in pairs to gather information about one newly developed, automated, or computerized type of food preparation equipment. Teams can obtain information from food service facilities, such as school cafeterias, food service equipment companies, specialist vendors, central kitchens, and restaurants. Have each team give a short presentation about the equipment that was researched. Information should include the following:

- operation procedures
- advantages and disadvantages of the equipment
- maintenance requirements[C]

TS5:22 Obtain or borrow current issues of professional food and beverage periodicals, journals, and food service equipment catalogues. Ask students to skim through the materials in order to select one advertised piece of equipment to further investigate. Instruct each student to write to or contact the manufacturer of that product in order to obtain pamphlets, brochures, costs, and specifications related to that product. Have each student prepare and present a visual display about the selected product, making use of the materials received from the manufacturer. Following each presentation, ask students to speculate the types of food service facilities that the product would best serve. Display prepared visuals in the classroom or class display case. CRITICAL QUESTIONS: Which of the products introduced would not particularly benefit small, family run food service operations? Why?[C]

6

Property Maintenance and Repair

ESSENTIAL ELEMENT

- Describe simple procedures for property maintenance and repair.(v2A)

OBJECTIVES TO ACHIEVE

- Explain the importance of property maintenance and repair in the hospitality services industry.
- Review guidelines for the preventive maintenance of hospitality services property.
- Identify general procedures for maintaining and repairing physical facilities.
- Describe procedures used for maintaining and repairing swimming pools, saunas, hot tubs, and weight rooms.
- Outline procedures used for grounds maintenance and repair.

IMPORTANCE OF PROPERTY MAINTENANCE AND REPAIR

TS6:1* View the videotape *The Disorderly Worker* (8 minutes) from the Texas Department of Health Audiovisual Library. (See reference list item number one for further information.) Lead a class discussion on the material presented in the videotape. KEY QUESTIONS: What does Sam do that irritates Paul? Is Paul right to reprimand Sam? How does Sam react? How would you feel about working around a disorderly person? CRITICAL QUESTIONS: Why is being disorderly a problem? How would you handle a disorderly person?[C]

TS6:2 Have students view a transparency of Teaching Aid 27, General Maintenance and Repair Responsibilities. Lead students to brainstorm for other responsibilities that might be required of maintenance personnel in the hospitality industry. Have a student volunteer write answers on the chalkboard or overhead projector. KEY QUESTIONS: Which responsibilities relate mostly to the hotel/motel environment? Which responsibilities relate mostly to the food and beverage environment?[C]

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* TS 6:1 indicates teaching strategy, chapter 6, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS6:3 Duplicate, distribute, and have each student complete Teaching Aid 28, Examples of Maintenance and Repair Responsibilities. One possible response related to "groundskeeping" might be "repair the pavement cracks in the parking lot," as noted on number one of the Teaching Aid. Have students share and compare their answers with the class. Lead a class discussion about who might be chosen for each maintenance or repair responsibilities listed. KEY QUESTION: Which jobs would most likely be trusted into the hands of an employee knowledgeable of specialized skills needed to satisfactorily complete that job? For which jobs would it be advisable to contract out to professionals? Why? What would be the cost differential between having an employee complete the jobs mentioned versus hiring or contracting an outside professional? What might be the advantages and disadvantages to allowing a skilled employee complete that job? What might be the advantages and disadvantages of hiring a contracted professional for the job?[C]

TS6:4 Invite the owner/manager from a local hospitality establishment to discuss the allowable monthly or yearly budget set aside for maintenance and repair needs of the facility. Guide students in preparing questions prior to the arrival of the speaker. Sample questions include the following: Is the allowable budget for maintenance of your facility usually enough to cover expected repairs? Do employees usually handle maintenance and repair tasks? Under what conditions would outside help be contracted for a repair job? What are examples of common types of repair jobs at hospitality establishments? Are special schedules needed for certain repair and maintenance jobs? Why? Have each student write a summary about the information provided by the speaker. Collect papers.[B]

TS6:5 Divide the class into small groups. Instruct each group to write about a situation in hospitality services that requires maintenance intervention. In order to add realism, ask each group to select fictitious names and places to use in stories. Each account should illustrate the importance of property maintenance and repair by including the following information:

- Problem situation
- Desirable solutions to the problem
- Predicted outcome without intervention
- Predicted outcome with delayed intervention

Have elected leaders from each group share accounts and conclusions with the class. Lead a class discussion emphasizing repercussions of various neglected maintenance or repair problems. KEY QUESTIONS: In what ways might a malfunctioning dishwasher affect overall service in a restaurant during the noon rush hour? What are some examples of maintenance and repair problems that might turn away prospective and even regular guests? CRITICAL QUESTION: In what ways might this impact the reputation and future success of that particular operation?[C]

GUIDELINES FOR PREVENTIVE MAINTENANCE

TS6:6 Write the term *Preventive Maintenance* on the chalkboard or overhead projector. Ask students to describe the concept of preventive maintenance. Lead a class discussion about the importance of preventive maintenance in the hospitality industry. KEY QUESTIONS: What can be avoided as a result of preventive maintenance? What is the purpose of scheduling preventive maintenance duties? What are some examples of preventive maintenance that might enhance guest comfort and satisfaction?[C]

TS6:7 Display Teaching Aid 29, Common Maintenance Duties in Hospitality Operations. Lead a class discussion about how some of the duties listed on the Teaching Aid can be accomplished. For example:

- Landscape maintenance in the summertime can be accomplished by trimming, mowing, watering, weeding, sweeping, and raking on a weekly basis.
- Proper maintenance of smoke detectors can be accomplished by testing the battery and checking the security of the mounting surface on a monthly basis.

Have each student choose at least three duties listed on the Teaching Aid and write a description about how these duties can be accomplished. Allow student volunteers to share their papers with the class. Collect assignment. CRITICAL QUESTION: Under what circumstances would a regular maintenance duty be performed more frequently than suggested on the Teaching Aid?[C]

MAINTAINING AND REPAIRING PHYSICAL FACILITIES

TS6:8 Lead students to brainstorm requests and complaints that would be directed to the engineering/maintenance staff of hospitality services. Have a student volunteer write answers on the chalkboard or overhead projector. Lead a class discussion following the brainstorming session. KEY QUESTIONS: What might housekeeper personnel report to the engineering/maintenance department about a guest room? What is a work order? What kind of guest complaints would require the attention of the engineering/maintenance staff? CRITICAL QUESTIONS: Which of these requests and complaints should have been detected by the engineering/maintenance department through regular inspections? Which of these requests and complaints would be considered unpredictable prior to being reported?[C]

TS6:9 Have each student write a paper about the ways in which personnel employed in engineering/maintenance can effectively maintain a professional image on the job. Students' papers should reflect the viewpoint of a guest who comes in contact with a staff member of the engineering/maintenance department. Allow student volunteers to read their papers to the class. Collect assignment. KEY QUESTIONS: What impressions can engineering/maintenance personnel leave with guests? How can this, in turn, effect the overall impression the guest forms about that particular establishment?[C]

Heating and Air Conditioning

TS6:10 Invite a salesperson/representative from a heating and air conditioning business to speak to the class about popular heating and air conditioning systems available for commercial use. Guide students in preparing questions prior to the arrival of the speaker. Sample questions include the following: What are the maintenance needs and costs of each system presented? What are the costs of the systems presented? Which systems are most energy efficient? Would a business that invests a substantial amount of money to purchase a new system receive some type of guarantee, warranty, or service contract? Are incentives offered upon purchase such as maintenance training classes for engineering/maintenance personnel? Ask each student to write a paper on the advantages and disadvantages,of one of the heating and air conditioning systems discussed by the representative. Collect papers.[B]

TS6:11 Duplicate, distribute, and ask each student to complete Teaching Aids 30a-b, Factors That Influence Temperature Comfort. Have students share their answers with the class. Lead a discussion about alternate ways of maximizing temperature comfort without manipulating heating or cooling systems. KEY QUESTIONS: What can be done to increase air circulation in a room? What would be the purpose of increasing circulation in a room? How can a steamed-up bathroom in a hotel room affect the temperature and comfort of that room?[B]

Plumbing and Water-related Equipment

TS6:12 Lead a class discussion about specific plumbing and water-related responsibilities of the engineering/maintenance departments of hospitality services. KEY QUESTIONS: Why is it necessary to clean out plumbing lines of toilets, sinks, and bathtubs more frequently in hospitality facilities than in private homes? What causes drips? What causes leaks? How are drips and leaks repaired? How can engineering/maintenance staff reopen clogged drains? What is lime deposit, and how can accumulation of a deposit in a water heater affect utility bills and water heater lifespan? What are specific maintenance needs for laundry equipment?[C]

TS6:13 Invite a certified plumber to speak about and demonstrate to the class some maintenance procedures of water-related equipment. Request that the speaker bring tools and equipment (for students to examine) that are commonly used during maintenance procedures. Guide students in preparing questions prior to the arrival of the speaker. Sample questions include the following: Why should there be a difference between residential dwelling maintenance schedules and public facility maintenance schedules? What are the most common types of service calls that your business receives? Which ones of these are due to lack of proper maintenance? What types of chemicals are used for grease and accumulated buildup in pipes? What types of chemicals work best on lime deposits? Have each student write a paper describing the procedure for maintaining one water-related piece of equipment as instructed by the guest speaker.[B][C]

Kitchens

TS6:14 Contact the school cafeteria manager to arrange a time when students can tour the kitchen facilities. Ask the manager to show students which filters in the kitchen collect grease and must be cleaned daily as well as maintenance required for other types of equipment. Guide students in preparing questions prior to the tour. Sample questions include the following: How and when are oven temperatures checked for accuracy? How often is fat or grease in deep fat fryers changed? What other equipment in the kitchen must be checked and maintained frequently? What repairs has your operation had to contend with over the last two years? What kind of a strain did each repair place on the allowable budget? Have each student write a paper discussing the consequences that might occur as a result of equipment maintenance neglect in a commercial kitchen facility. Allow student volunteers to share their papers with the class. Collect assignment. CRITICAL QUESTION: Would cleaning kitchen equipment be considered a form of maintenance?[B][C]

TS6:15 (This Teaching Strategy is designed to accompany the previous Teaching Strategy in order to compare the differences of handling maintenance/repair needs of two different kitchen facilities.) Arrange for the class to visit the kitchen facility of a medium to large sized hotel establishment. Ask the kitchen supervisor to show students which filters in the kitchen collect grease and must be cleaned daily as well as maintenance required for other types of equipment. Guide students in preparing questions prior to the visit. Sample questions include the following: How and when are oven temperatures checked for accuracy? How often is fat or grease in deep fat fryers changed? What other equipment in the kitchen must be checked and maintained frequently? What repairs has your operation had to contend with over the last two years? What kind of a strain did each repair place on the allowable budget? Have students write a comparison paper describing the difference in maintenance/repair concerns of kitchen managers in school food service facilities and kitchen supervisors employed with hotel establishments. Ask student volunteers to read their papers to the class. Collect papers.[B][C]

TS6:16 Ask five student volunteers to bring a small kitchen appliance with the corresponding cleaning and maintenance instructions to class. Allow these five students to be small group leaders. Divide the remainder of the class evenly among groups. Assign each group the task of preparing a visual aid to simplify and communicate proper cleaning and maintenance techniques based upon the given instructions. Have each group exchange their visual aid and appliance with another group. Each group should decipher the cleaning and maintenance procedures by reading the visual aid. Have an elected "maintenance person" from each group give a simulated demonstration to the class based upon the information on the visual aid. Lead a class discussion following all demonstrations. KEY QUESTIONS: Did visual aids explain procedures in enough detail for the "maintenance personnel" to clearly understand? Which visual aids mentioned the frequency of the cleaning and maintenance procedures? Which visual aid would a new employee understand most readily? Evaluate the effectiveness of each visual aid and have students vote on the visual aid that best explains cleaning and maintenance procedures. Display visual aids in the classroom or class display case.[B][C]

Guest Rooms and Public Areas

TS6:17 Obtain several color picture brochures of different hotels and restaurants. (Check with the chamber of commerce in your area.) Have students work in pairs to determine the specific areas in lobbies, guest rooms, dining rooms, and bathrooms that need regular maintenance by the engineering staff of that facility. Allow teams to share results with the class. Lead a class discussion about maintenance of guest rooms and public areas of hospitality facilities. KEY QUESTIONS: How can the cleanliness and decor of lobbies and entranceways affect a guest's general attitudes about a particular hospitality facility? What does a clean and cheerful lobby tend to say about the hotel or restaurant staff? How does the engineering/maintenance department contribute to the reputation of the hospitality facility where they are employed? What are the first things that you notice upon being seated in a restaurant or upon being shown your guest room in a hotel? How does the engineering/maintenance department contribute to guests' first impressions?[B][C]

TS6:18 Lead a class discussion about how students would respond as guests if they found themselves in the following situations:

- Upon entering the bathroom of your hotel room, you notice mildew scattered all over the bathtub tile and shower curtain
- Upon entering the lobby of the hotel late in the afternoon, you notice a cup of spilled coffee and a crumpled up napkin on a table near the lobby sofa. It has obviously been there since this morning. The coffee is visibly dried up and sticky looking.
- While being shown the room you will be staying in at the hotel, you see three dead flies on the sill of the picture window.
- While waiting in the line at the cafeteria-style restaurant, you notice that it is uncomfortably warm. Apparently the air conditioner is not functioning properly.

KEY QUESTIONS: Which of the above would not have occurred had the engineering/maintenance staff employees been adequately performing their job duties? How can guest responses such as those described by students affect hospitality facilities? CRITICAL QUESTION: In what ways does this Teaching Strategy emphasize the importance of the role of engineering/maintenance personnel in the reputation of any particular hospitality service?[B][C]

MAINTAINING AND REPAIRING SWIMMING POOLS, SAUNAS, HOT TUBS, AND WEIGHT ROOMS

TS6:19 Obtain the videotape *Tips From the Pros: Pool Care* through the local Texas Agricultural Extension Service. The videotape is broken down into nine sections. Have students view sections one and two: "Balancing Your Water" and "How to Perform Your Tests" (15 minutes). KEY QUESTIONS: What four factors are involved in balancing pool water? How can pool water that has not been balanced cause problems for swimmers and cause damage to the pool? What keeps the pool water free from algae and bacteria? What five tests are included in standard test kits? Which tests utilize the comparison of color shades to determine test results?[B][C]

TS6:20 Use the videotape *Tips From the Pros: Pool Care* from the previous Teaching Strategy. Divide the class into seven groups. (If class size will not allow for the formation of seven groups, students may work individually or in pairs.) Assign one of the following seven sections from the videotape to each group:

- Choosing Your Products - section 3
- Understanding Your Filtration System - section 4
- Cleaning Your Pool - section 5
- Cleaning Your Filter - section 6
- Opening and Closing Your Pool - section 7
- Trouble Shooting Tips - section 8
- Safety - section 9

Ask groups to view their assigned sections and prepare a visual display to use for a ten minute presentation to the class. All presentations should be based on the information obtained from the assigned section of the videotape. Following group presentations, display visual aids in the classroom or class display case.[B][C]

TS6:21 Locate local pool, exercise, or hot tub/sauna businesses that offer contract maintenance work to hotels and motels. Invite one representative from each business to speak to the class about experiences associated with contract work to hotels. Have students prepare questions prior to the arrival of the speaker(s). Sample questions include the following: Under contract with a hotel, what are your businesses commitments? What are some average costs to hotel facilities receiving these services? What advantages do hotels have by contracting this specialized type of maintenance? Have students develop questions concerning future trends in pool, sauna, exercise, and hot tub maintenance for hospitality services. Instruct each student to write a paper summarizing the advantages and disadvantages of contract maintenance work. Collect papers.[C]

GROUNDS MAINTENANCE AND REPAIRS

TS6:22 Lead students to brainstorm tools that may be used by a groundskeeper or landscaper. Have a student volunteer write the names of the tools on the chalkboard or overhead projector. Assign each student the task of identifying and researching a gardening or landscaping tool not already mentioned in class. Assignments should include a description of how to use and care for the tool. Have each student share findings with the class.[B]

TS6:23 Arrange for students to tour a lawn and garden center. Guide students in preparing questions prior to the tour. Sample questions include the following: Prior to making landscaping decisions, what factors must be taken into consideration? What watering systems are available? What are the different types of grasses and how does one determine which would best meet the needs of individual hospitality facilities? What plants and shrubs seem to be popular (locally) for landscaping business properties? How do pesticides differ and how are they used? Why are fertilizers necessary? How often should they be used? What schedule is recommended for fertilization in this area of the country? What are some maintenance problems that groundskeepers share? Based on the information presented during the tour, have each student write a recommendation to the owner of a newly established restaurant. The owner has requested advice on landscaping and groundskeeping for the property surrounding the restaurant. Have student volunteers share papers with the class.[B][C]

7

Purchasing Equipment and Supplies

ESSENTIAL ELEMENT

- Identify procedures for purchasing equipment and supplies.(v2B)

OBJECTIVES TO ACHIEVE

- Describe the process of purchasing supplies, equipment, food, and beverages related to hospitality services operations.
- Explain the procedures for receiving, inspecting, and storing supplies and equipment.
- Summarize the importance of and process for storeroom control.

PURCHASING PROCEDURES

TS7:1* Have students view Teaching Aid 32, Purchasing and Hospitality Services. Divide the class into small discussion groups to compile examples of the following plans that lead to and affect the purchasing process:

- function planning
- menu planning
- service planning

Allow elected group representatives to share examples with the class. Lead a class discussion using the shared examples to illustrate how they could each lead to and affect steps in the purchasing process. KEY QUESTIONS: What three common types of plans in hospitality services lead to and affect the purchasing process? What six functions are associated with purchasing processes in hospitality services? CRITICAL QUESTIONS: At what point do purchasing decisions begin? Which two elements in the purchasing process require the use of bargaining and social skills?[C]

TS7:2 Lead students to brainstorm skills needed to accomplish each of the following functions associated with the purchasing process:

- competitive bidding
- determining inventory levels

* TS 7.1 indicates teaching strategy, chapter 7, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

- product selection
- receiving, inspecting, and storing procedures
- working with purveyors

Have a student volunteer write skills on the chalkboard or overhead projector as they are mentioned.[C]

Product Selection

TS7:3 Duplicate and distribute Teaching Aid 31, Sample Specification Sheet. Lead a class discussion about the role that specification sheets have in the purchasing process. KEY QUESTIONS: What is a specification sheet? What are the advantages of using specification sheets? What other information could be added to the sample specification sheet? CRITICAL QUESTION: How can specification sheets help regulate cost and quality control of products?[C]

TS7:4 Have students work in pairs to write up a specification sheet (on a transparency) for any item that might be purchased in the hospitality industry. Specification sheets can be made up for the following items: foods, toiletries, furnishings, linens, cleaning supplies, decorative items, office supplies, kitchen utensils, or other equipment. Descriptions listed on the specification sheet should include information such as type, size, weight, grade, yield, packaging, and other applicable characteristics. Maturity, color, shape, and interior structure are generally descriptions of grade. Have student pairs display and explain their specification transparency sheets on the overhead projector to give other students an opportunity to comment, suggest additions, or ask questions. (Students may use catalogues containing descriptions of products as a reference tool.)[C]

Determining Inventory Levels

TS7:5 Give students the following information: Michael's Deli has a par stock level for pickles of twenty gallons or five cases (one case contains four gallons of pickles). Usually the deli serves sixteen gallons of pickles each week. This week two extra gallons of pickles were used because of the conference that was going on in town. Michael is preparing the weekly order for his purveyor. He anticipates using 1 gallon of pickles between the time he places the order and the time of delivery. How many cases of pickles does Michael need to order for next week? Have each student work individually. Ask a student volunteer to explain to the class how the answer was reached. (Answer is 4-3/4 to 5 cases or 19 gallons.)[B][C]

TS7:6 Ask each student to write a page case study about an inventory miscalculation that might occur in a hotel or restaurant. Information should include the following:

- the product that was not accurately inventoried
- circumstances that caused the error to occur
- repercussions as a result of the miscalculation
- how error affected staff as well as guests

Have students read their case studies to the class one at a time. Instruct other class members to draw conclusions about each case and describe ways to prevent that particular type of error from reoccurring.[B]

TS7:7 Have students work in pairs to create a crossword puzzle (two across and two down) using the following terms:

- inventory
- optimal inventory level
- par stock level
- stock

Ask each pair of students to exchange and solve each other's crossword puzzles. Allow a student volunteer to write one of the crossword puzzle examples on the chalkboard or overhead projector.[B]

Competitive Bidding

TS7:8 Ask each student to carefully read the section on competitive bidding found on page 79 in the Reference Book. Instruct students to close their books when finished reading. Duplicate, distribute, and have each student complete Teaching Aid 33, Perishables versus Nonperishables (without using the Reference Book). Lead students to correct their papers in class. Collect assignment. [C]

TS7:9 Lead a class discussion about how supply and demand work together to cause prices of products to vary. KEY QUESTIONS: What happens to the prices of products when consumer demands exceed production output? What happens to the prices of products when production output exceeds consumer demands? What other factors lead to price changes in products?[C]

TS7:10 Divide the class into five discussion groups. Assign one of the following factors that affect prices of products to each group:

- agricultural conditions
- laws
- politics
- technology
- weather conditions

Ask each group to discuss possible examples of how the assigned factor can affect prices of at least three products. Have groups present their conclusions to the class. Groups should be prepared to explain and defend the examples they presented.[B][C]

Working With Purveyors

TS7:11 Obtain a purchase order form from the school office. Display a transparency of the form for students to examine. Lead a class discussion about purchase order forms and the purpose of using them for buying business supplies and equipment. Show students how to fill out and complete purchase order forms. KEY QUESTIONS: Why are purchase orders used? Who usually handles purchase orders? What types of items are most likely to be bought using purchase orders? Which items are most unlikely to be bought using purchase orders? CRITICAL QUESTIONS: What is the difference between an invoice and a purchase order? What do invoices and purchase orders have in common?[B][C]

TS7:12 Duplicate and distribute Teaching Aid 34, Determining Safety Stock Amounts and Reorder Points. Have each student complete part A individually. Write the correct answers for numbers one through five on the chalkboard or overhead projector. Ask a student volunteer to explain how the answers were determined from information provided about the supply and usage of "sani-cleanser" at the Elgin Hotel. (See Teaching Strategy 7:13 for instruction on Teaching Aid 34, part B.)[B][C]

TS7:13 Have students complete Teaching Strategy 7:12 prior to beginning this Teaching Strategy. Divide the class into small groups. Ask each group to complete Teaching Aid 34 part B. Have elected group leaders present examples to the class. Class audience can calculate answers to the five questions from part A by changing the wording to apply to each example presented. Discuss answers in class.[B][C]

TS7:14 Ask each student to diagram, design, and illustrate on paper, using arrows, drawings of buildings, trucks, or other symbols, the flow and pathway described as follows:

> Central purchasing offices are the central headquarters where large quantities of items are stored for use by chain or franchise units. Executives are assigned to purchase products and services for all the hotels or food operations in the chain or franchise. Lists of items needed by individual hotel or restaurant units are sent to the central purchasing office, which compiles a total amount needed by all units in the organization. The executive purchases the total number of items for the chain or franchise. The items are then divided and distributed to fill the needs of all the units. Items may be delivered by the dealer or by centralized delivery from the office.

Display completed flow charts in the classroom or class display case.[C]

TS7:15 Lead a class discussion on purchasing practices of hotel and food operations. KEY QUESTIONS: Why are many operations required to buy supplies from the company's central office? What is meant by the term volume discounts? How does the central purchasing office respond to orders that have been placed? What is the purpose of this response and what notable information is included? CRITICAL QUESTIONS: What happens when a purveyor offers a lower price to a unit manager for the same item that is available through the central office? In what ways can this situation lead to advantages for both the purveyor and the central office?[C]

RECEIVING, INSPECTION, AND STORAGE PROCEDURES

TS7:16 Have students work in pairs to develop two short skits. One student will represent the buyer and the other student will represent the person delivering the goods. The first skit should illustrate an oversight by the buyer in the process of receiving the goods. The second skit will be for the purposes of correcting the oversight as illustrated in the first skit. Examples of oversights that could occur include the following:

- allowing the delivery person to leave before checking the quality of the goods
- failing to check items below the top layer for damage and quality
- failing to check the quantity, price, or weight of the goods delivered
- failing to compare the invoice with goods received

Following each first skit, ask class members if they can identify the oversight that was demonstrated.[B][C]

TS7:17 Lead students to brainstorm consequences of improper receiving procedures. Ask a student volunteer to write answers on the chalkboard or overhead projector. Lead a class discussion on how oversights in receiving can affect different areas of operation throughout the hospitality facility. The following can be used as an example:

> If a food item needed for Monday (such as lettuce) did not arrive with the rest of the goods on Monday and the invoice was signed without checking, how would this affect
>
> - the attitudes of the workers?
> - the customers?
> - the menu?
> - the reliability of the person who accepted the order?
> - the reputation of the establishment?
> - the salad preparation persons?[B][C]

TS7:18 Have each student write a fictitious account to illustrate the series of events that take place when purchased merchandise arrives damaged. Instruct students to include details such as names of persons involved, types of goods damaged, name of purveyor, and freight company. The account should end by revealing who will be reimbursed for the damaged goods and why. Ask student volunteers to share their papers with the class. Collect assignment. KEY QUESTIONS: Under what circumstances would the hospitality business be held responsible for damaged goods? What are requests for credit memorandums? For what purposes are they used?[C]

STOREROOM CONTROL PROCEDURES

TS7:19 Lead a class discussion about storerooms and storeroom procedures for hospitality services. KEY QUESTIONS: What types of storerooms are commonly found in hospitality businesses? What is a central storeroom? What are the advantages of central storerooms? What is the purpose of requisition sheets? In a restaurant setting, which employee is most likely to submit requisition sheets? Why?[C]

TS7:20 Have students view Teaching Aid 35, The Benefits of Storeroom Control. Read the first benefit listed and ask students to give examples of that benefit. Read the second benefit and ask students to give examples of that benefit. Continue in this manner until all seven benefits have been discussed. KEY QUESTIONS:

What are the advantages of storeroom control? What is meant by stock rotation? What is the purpose of stock rotation? For what types of goods is stock rotation especially important?[C]

8

Security

ESSENTIAL ELEMENT

- Describe property security procedures.(v2C)

OBJECTIVES TO ACHIEVE

- Outline procedures for maintaining guest security.
- Review procedures for maintaining staff security.
- Identify procedures for prevention of monetary loss.
- Explain procedures for maintaining security of hospitality property.

PROCEDURES FOR MAINTAINING GUEST SECURITY

TS8:1* Make transparencies of Teaching Aids 36a Criminal History Record Inquiries Into Employees of Lodging Operations, 36b Verification of Criminal History Record Information, 36c Applicant's Authorization, and 36d Affidavit in Support of Employer's Request. View Teaching Aids one at a time and lead a class discussion about the information presented in each. KEY QUESTIONS: When did legislation allow for lodging operations to inquire into the criminal history records of employees? What must be submitted by lodging operations in order to receive information on criminal history records of employees? Who is responsible for providing criminal history records to lodging operations? Which of the forms 36b, 36c, or 36d, are sent by lodging operations to request information about an employee? Which form requires the signature of a notary public? CRITICAL QUESTION: Can the employer of a lodging operation request a criminal record inquiry about an employee who is employed in a position that does not allow access to guest rooms?[C]

TS8:2 Lead students to brainstorm for suspicious behaviors that might be observed in various hospitality establishments. Write answers on the chalkboard or overhead projector and have students answer the following question concerning each suspicious behavior:

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* TS 8:1 indicates teaching strategy, chapter 8, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

- If you, as an employee, saw this behavior occurring, what would you do?[B][C]

TS8:3 Duplicate and distribute Teaching Aid 37, Criminal History Record Inquiries Into Employees of Food Service Establishments. Lead a class discussion about how criminal record inquiries from food service establishments are handled differently from criminal record inquiries that come from lodging operations. KEY QUESTIONS: Why can access to criminal records be obtained with less difficulty and cost by lodging operations than by food service establishments? Why is it especially necessary for lodging operations (over restaurants) to employ persons with high levels of trustworthiness?[C]

Guest Room Security

TS8:4 Lead a class discussion about ways that lodging operations maintain lock security on guest room doors. KEY QUESTIONS: What is the purpose of having only a specified number of keys made per guest room? What are lock cylinders? What is the purpose of rotating lock cylinders? What new lock systems are now being used in lodging facilities? What are the advantages of the newer locking systems over the older locking systems? How many locks per guest door are usually available in lodging operations? CRITICAL QUESTION: What are two security devices on doors that guests can use when inside their rooms? (Answer: chain locks and peepholes.)[C]

TS8:5 Divide the class into small groups and have each group develop a skit depicting one of the following situations:

- a person comes up to the front desk and requests the key to a particular room
- a registered guest says that she lost the key to her room and would like a replacement key
- a room attendant is cleaning a room as a man walks into that room, announcing that he forgot his key
- guests come to the front desk to report that several valuable items are missing from their room
- someone calls the front desk and wants to know the telephone number of one of the guests

Have each group follow the first skit with a second skit to illustrate the correct way of handling that particular situation. Allow groups to present both skits to the class. Briefly summarize the security measures demonstrated in each group's second skit.[B][C]

TS8:6 Have each student write a paper about the advantages of first-rate room security practices and how it can affect guests' overall feelings of comfort and safety. Ask student volunteers to share their papers with the class. Lead a class discussion about failures of room security systems and who might be affected. CRITICAL QUESTIONS: What are some of the drawbacks that can result from a publicized room security mishap?[B][C]

Guest Property Security

TS8:7 Write two columns on the chalkboard or overhead projector, one labeled "safe-deposit boxes" and the other labeled "personal safes in bedrooms." Ask students to identify the differences between the two types of guest property security as you list them on the chalkboard or overhead projector. KEY QUESTIONS: Where are safe-deposit boxes located? What is required to open a safe-deposit box? Can the safe-deposit box be opened by the front desk employee without the guests permission? How are personal safes in rooms kept secure? What are the advantages and disadvantages of each? Which of these two guest property securities are growing in popularity?[C]

TS8:8 Lead a class discussion on the reasons for the enactment of the law by the Texas Legislature of the State of Texas that allows employers access to criminal history record information. Discuss the impact that this act has on the hospitality industry. KEY QUESTIONS: In what ways do hospitality services benefit from the availability of security checks? What prompted the adoption of this law? When did this act go into affect? (See Teaching Aid 36a-d.) CRITICAL QUESTIONS: As the owner of a lodging operation, would you consider checking the criminal history background of all your employees who have access to guest rooms? Why? Now that the law allows lodging operations this privilege, with whom might the liability rest (in court) if an employee were accused by a guest of certain wrongdoings and that employee was known to have a past criminal background?[B][C]

TS8:9 Lead students to brainstorm for operating policies that would encourage honesty and trustworthiness in employees of hospitality services. Write policy ideas on the chalkboard or overhead projector. Discuss how feasible each of these policies would be and the advantages and disadvantages of each.[C]

TS8:10 Ask students to work in pairs to design a descriptive flow chart showing how lost and found items are handled in lodging operations. (Have students refer to the information listed under the heading *Guest Property Security* in Chapter 9 of the Reference Book as a guide for developing charts.) Select two or three flow charts in which to make transparencies. Display transparencies, one at a time on the overhead projector. Have the team responsible for designing the displayed flow chart explain details to the class. Display all flow charts in the classroom or class display case.[C]

TS8:11 Ask each student to get out a writing implement and some paper with which to write. Write the word *Liability* on the chalkboard or overhead projector. Have students write their own definitions of liability. Each student should also provide one example of a typical liability issue related to hospitality services. Have student volunteers share their definitions and examples with the class. Follow up with a class discussion. KEY QUESTIONS: What, in general, determines the degree of liability for which a food and beverage operation is responsible? What is *limitation of liability*? What are some state guidelines that lodging operations must comply with in order to receive limited liability protection? What are the only three reasons under Common Law for releasing hospitality services from liability responsibilities?[B][C]

PROCEDURES FOR MAINTAINING STAFF SECURITY

TS8:12 Have students view Teaching Aid 38, Focus in on Staff Safety. Discuss procedures to follow (as illustrated on the Teaching Aid) that contribute to staff security. Provide every other student with a blank transparency sheet and have pairs of students write a cartoon to illustrate a situation that promotes or supports the concept of staff security. Allow teams to present illustrations to the class on the overhead projector. Have teams explain the benefits received by staff members when given examples are incorporated.[C]

TS8:13 Ask each student to design a visual display of security guidelines for staff members of hospitality services. This display should emphasize precautions that employees can take in order to prevent security mishaps from occurring specifically to them. Allow student volunteers to present their security guidelines to the class. Display all visuals in the classroom or class display case.[C]

PROCEDURES FOR PREVENTION OF MONETARY LOSS

TS8:14 Divide the class into small groups. Have each group think of specific ways in which financial losses can occur in hospitality services. Ask each group to choose one of the examples they came up with and write a short skit to illustrate that idea. Allow groups to present their skits to the class. Comments should be made following each skit to explain how small financial losses can accrue over a period of time that might lead to financial devastation.

TS8:15 Lead a class discussion about preventive measures that can be taken to decrease monetary losses in hospitality services. KEY QUESTIONS: What is a *hot list*? What is the purpose of a hot list? What should employees do if they discover that the checking account number of a customer who is paying by check appears on the hot list? Who is responsible for the money in a cash register? Who is normally responsible for controlling the policies and procedures that direct monetary security. What is the purpose of leaving the drawers of cash registers open during hours of nonoperation? For what reasons would managers request that an employee provide escort service for bringing a deposit to the bank? CRITICAL QUESTION: In what ways can security personnel contribute to the security of the processes of transferring cash, depositing cash, and protecting the cash that is in the safe?[C]

PROCEDURES FOR MAINTAINING SECURITY OF PROPERTY

TS8:16 Invite the representative from a reputable business that provides trained security personnel to lodging operations in need of security services. Guide students in preparing questions prior to the arrival of the representative. Sample questions include the following: What are the expected responsibilities of security personnel working inside lodging operations? What are the expected responsibilities of security personnel working on the outside grounds of lodging operations? What determines the number of security officers needed for each specific lodging operation? What costs are involved? What are the advantages of obtaining outside security services to lodging operations? In what ways is the hiring of outside security seen as a disadvantage? How are shifts or hours organized and handled? What security measures should the hotel staff already be taking prior to employing the help of a security service? What are the advantages of employing security officers with previous backgrounds in law enforcement? What does training of a security officer involve? What are specific limitations of security officers as compared to the authority of police officers? Have each student write a paper on the advantages and disadvantages of employing personnel from a security service to meet the security needs of lodging operations. Ask student volunteers to share papers with the class.[C]

TS8:17 Divide the class into small groups. Assign each group one of the following categories of hospitality personnel on which to focus:

- accounting staff
- food preparation staff
- food service staff
- front office staff
- housekeeping staff
- service staff (greeters, baggage handlers)

Ask each group to develop a skit that depicts that staff employee noticing and responding to a security problem situation. Following all presentations, lead a class discussion about alternative ways that staff members could have handled the different situations. CRITICAL QUESTION: How could each of the presented scenarios been prevented from occurring?[C]

TS8:18 Divide the class into two discussion groups. One group should discuss the advantages of hiring uniformed security officers (versus plainclothes), and the other group should discuss the advantages of hiring plainclothes security officers (versus uniformed). Have students from each group elect three representatives to serve on a panel that will defend their groups' views. Have both panels seated in the front of the classroom, facing each other. Allow each panel five minutes to present material in support of their groups' preferred dress codes. Allow a five minute rebuttal by the panel who supports the opposing view. Have students that did not serve as panel members write a paper discussing their personal preferences concerning the dress codes of security personnel. Papers should include at least five reasons in support of the preference.[C]

TS8:19 Invite a hotel security director to speak to the class about devices and aids that help maintain high levels of security in lodging operations. Guide students in preparing questions prior to the arrival of the speaker. Sample questions include the following: What types of alarm systems are available? How are keys and key locking devices controlled in the security department? How can videotape cameras contribute to the security of lodging operations? How are cameras best concealed? At what strategical points should cameras be placed? What are panic buttons and how (and when) are they used? Why have hotel security directors increased the use of drug testing on their employees? How is security maintained on the property grounds outside the building? How can use of walkie/talkies be of value to the hotel security staff? What is the PBX command post and what role does it play in the security of a lodging operation? What new trends are developing in the area of hospitality security? Have each student write a paper summarizing the information provided by the hotel security director. Collect assignment.[B][C]

TS8:20 Arrange for the class to visit a business that specializes in selling alarms and other protection systems. Guide students in preparing questions prior to the arranged date. Sample questions include the following: What types of alarm systems are available? Which of these have recently been introduced into the market? Which of these have been available for some time? What determines the price range of different alarm systems? What are the most popular alarm systems being used in lodging operations and food and beverage operations today? With permission, allow students to handle and operate the alarms on display. Instruct students to take notes about three types of alarms, what they look like, their purpose, and how they operate. Have each student prepare a visual display from the information gathered. Display visuals in the classroom or class display case.[B][C]

9

Marketing, Public Relations, and Special Promotions

ESSENTIAL ELEMENT

- Discuss strategies for public relations and special promotions.(v2D)

OBJECTIVES TO ACHIEVE

- Describe marketing, public relations, and special promotions.
- Determine the roles of marketing, public relations, and promotions in the hospitality services industry.
- Explain the responsibilities of hospitality services employees related to marketing, public relations, and promotions.
- Analyze how marketing, public relations, and promotional work contribute to business success.

MARKETING

TS9:1* Obtain and have students view the videotape *Marketing Strategies*. This videotape can be borrowed from the Texas Agricultural Extension Service. To request a copy, contact the extension agent in your local area. Lead a class discussion to define the following six common advertising techniques used for persuading others:

- association
- "buzz words"
- emotional appeal
- fear
- involvement
- positioning and market segment

Lead students to brainstorm examples of each of the six techniques listed above. Write students' answers on the chalkboard or overhead projector. Have student volunteers choose an example to role play.[B][C]

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* TS 9:1 indicates teaching strategy, chapter 9, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS9:2 Have each student or pair of students design an advertisement that promotes a service or product related to the hospitality industry. Instruct students to choose one of the six techniques listed in Teaching Strategy 9:1. Allow each student or team to present completed projects to the class revealing the technique that was chosen to advertise. Display visuals in the classroom or class display case.[B][C]

TS9:3 Duplicate, distribute, and ask each student to complete Teaching Aid 39, The Beginning Basics of Marketing. (Students may refer to Chapter 9 in the Reference Book.) Lead a class discussion about information that is useful to the formation of a market plan. KEY QUESTIONS: Why are products and services of a business ultimately determined by the customers' needs and wants? How can pricing and promoting affect competition for similar products and services? What steps can a business take to successfully compete with other businesses offering similar products and services?[B][C]

TS9:4 Ask each student to write a paper on the difference between marketing plans and action plans. Students should include at least one example of each. Allow student volunteers to share their papers with the class. Collect written assignment.[C]

TS9:5 Divide the class into groups of two's or three's for this competitive Teaching Strategy. Duplicate and distribute (right side down) Teaching Aid 40, Crosswords in Marketing. Do not allow students to look at the Teaching Aid until instructed to do so. Have all groups begin the crossword puzzle at the same time. (Encourage students to refer to Chapter 9 of the Reference Book.) The first group to correctly solve the jumbled letters clue at the bottom of the Teaching Aid wins. Display a transparency of Teaching Aid 40-Answer Key (answers to the crossword puzzle) and allow students to review the correct answers to the crossword puzzle in class.[B]

TS9:6 Divide the class into small groups to complete this three part strategy. First, have each group create their own marketing plan based on a fictitious hospitality service by

- identifying a specific market
- stating specific objectives
- outlining a means for achieving the objective

Secondly, ask each group to analyze their product, the market, and the competition. (Use factors to consider for analysis listed in Chapter 9 of the Reference Book as a guide.) Thirdly, instruct each group to develop an action plan to support the marketing plan. Have each group present their action plan to the class. Groups should be prepared to explain how that particular action plan supports the marketing plan and the analysis of their product, market, and competition.[B][C]

TS9:7 Ask each student to prepare one of the following publicity aids to promote a lodging operation or a food and beverage operation:

- an advertisement for publication in the yellow pages of a telephone directory
- a press release for the local newspaper about the facility

- a radio announcement to submit to the local radio station about the facility

Have students present their advertisement examples to the class. Display in the classroom or class display case. KEY QUESTION: What are examples of attention-getting or eye-catching words used frequently in the advertising media?[C]

TS9:8 Allow students to work in pairs to develop a promotional activity for a local lodging operation or food and beverage operation. Have students present their ideas to the class using at least one visual. Lead a class discussion on promotional activities for hospitality services. KEY QUESTIONS: Which promotional activities focused on pricing? quality? quantity? service? How do these promotional activities meet wants or needs of customers? CRITICAL QUESTION: What is the difference between a sales call and a sales blitz?[C]

Role of Marketing

TS9:9 Lead a class discussion about the role of marketing in hospitality services. KEY QUESTIONS: Why is market planning crucial to a business? How does successful marketing affect the

- amount of profits
- competitive edge
- number of customers

In what three ways can businesses increase public awareness of their services? (Answer: marketing, public relations, and special promotions.)[C]

TS9:10 Ask each student to write a paper explaining the purpose of marketing research and how it impacts decisions made by hospitality operations. Each paper should include one example for the purpose of illustration. Have students share their examples with the class.[B][C]

TS9:11 Lead a class discussion about how goal setting for hospitality services depends upon the results of marketing research. KEY QUESTIONS: What kind of information does marketing research provide to a business? How does this information help determine and develop an annual budget?[C]

Marketing's Contribution to Business Success

TS9:12 Divide the class into small groups. Have each group decide upon a new hospitality operation to develop. Ask each group member to interview two individuals from outside the group for the purposes of gathering opinions concerning the development of the new hospitality operation. This will provide each group with research materials that could determine if that particular hospitality operation would be successful. Sample interview questions could include the following: How often might you utilize the services if they were available? Would others you know utilize the services? Are there other places that offer similar services nearby? What could a new business do differently that would improve that service for you? Instruct students to compare findings and arrive at a conclusion as to whether plans for the new business should be developed as planned, developed with alterations, or abandoned. Have an elected group leader justify conclusions to the class.[B][C]

TS9:13 Lead students to brainstorm ways that businesses can determine if the needs and desires of their customers are being met. Have a student volunteer write suggestions on the chalkboard or overhead projector. Ask students to answer the following questions as they relate to suggestions:

- Which is the most impersonal method?
- Which is the most personal method?
- Which of the methods (impersonal or personal) result in more negative feedback than positive feedback? Why?
- Which would be most costly to implement?
- Which would require little or no monetary investment?[B][C]

TS9:14 Invite students enrolled in a marketing education class (or an adult employed in the marketing field) to discuss the important relationship between marketing and business success. Guide students in preparing questions prior to the arrival of the guest(s). Sample questions include the following: What personal experiences have you or others had that emphasized how marketing both positively and negatively affected business success in that particular situation? What do all marketing plans have in common? What common strategies and tactics can be used to improve marketing plans? What makes marketing plans unique? How can one predict if a marketing plan will be successful for the business? Have each student write a paper entitled "The Relationship of Marketing to Business Success." Allow student volunteers to share papers with the class. Collect assignment.[B][C]

Responsibilities of Employees

TS9:15 Prepare five index cards in advance by writing one of the following concepts on each card:

- atmosphere of lobby
- cleanliness of facility
- quality of food
- quality of furnishings
- quality of service

Place index cards in a container. Instruct students to come up to the front of the class one at a time, pick a card, and improvise a manager/owner report about that aspect of the business. Have remaining students offer comments about the report in relation to the future. (For example, a student picks up the card that reads cleanliness, and reports, "This year our business had complaints about the cleanliness of the floors in the bathrooms. Although the tile remained sanitary, the stains and the aging made it appear unclean." Class members can offer comments, such as "Include funds in next year's budget to replace the floor tile," or "Contact a tile company to inquire about stain removers or makeover treatments for floor tile.")[C]

TS9:16 Have each student write a paper suggesting a marketing plan for a hospitality service based on the following information about the establishment:

- Many compliments were received about the furnishings and atmosphere of the operation throughout the past year.
- The grounds do not stay clean as trash from the street tends to blow onto the grounds throughout the day.
- The quality of service has been evaluated as good but not excellent.
- There were twenty-three complaints in the past year about the toughness of meat in the fajitas that were served.

PUBLIC RELATIONS

TS9:17 Write the term *Public Relations* on the chalkboard or overhead projector. Allow students to define what public relations means to them. Lead a class discussion about the importance of good public relations in hospitality services. KEY QUESTIONS: What are examples of poor public relations? How could these examples of poor public relations affect the success of the hospitality facility? What are examples of good public relations? How might these relations impact the hospitality facility? CRITICAL QUESTION: Why does the image of a hospitality service depend so much on public relations?[C]

Role of Public Relations

TS9:18 Ask each student to interview the manager or owner of a hospitality facility to obtain information about methods for improving public relations. Guide students in preparing questions prior to the interviews. Sample questions include the following: Has your hospitality operation ever been mentioned in the newspaper or by the media that resulted in positive public awareness or support? What is a most recent example? What type of positive feedback was received as a result? What were the resulting advantages to your facility? Do you anticipate any public relation efforts on the part of your operation within the next few months? Have student volunteers share their interview information with the class. Lead a class discussion about interview results. KEY QUESTION: What affect does public relations have on the community in which the hospitality facility operates? CRITICAL QUESTIONS: What are examples of times when promoting public relations becomes costly to a hospitality operation? How can these public relation activities be viewed as a good investment to the future of the business?[C]

TS9:19 Duplicate and distribute Teaching Aid 41, Public Relations Proposal. Instruct each student to plan an activity that a hospitality operation can implement to promote positive public relations within the community. Have each student utilize the seven areas of information requested on the Teaching Aid. Ask student volunteers to share their public relations proposals with the class. Lead a class discussion on matters to consider prior to planning a public relation activity. KEY QUESTIONS: Why are the needs, wants, and interests of the community important to consider when planning public relation activities? In what ways does location and population affect public relation planning? (Collect completed Teaching Aids as the information will be used to develop a news release for publicity in Teaching Strategy 9:20.)[B][C]

Public Relations' Contributions to Business Success

TS9:20 Distribute one completed Teaching Aid 41, Public Relations Proposal (from previous Teaching Strategy 9:19), to each student. Assuming that each public relations proposal was successful as proposed on the Teaching Aid, instruct each student to write a news release to publicize the success of the event or activity. The news release should be written in the third person in order to express the viewpoint of the community members. Ask student volunteers to read their publicity releases to the class. CRITICAL QUESTION: In what ways can publicity releases benefit a hospitality operation?[B][C]

TS9:21 Lead students to brainstorm public relation ideas and promotional activities in which hospitality establishments might engage. Have a student volunteer write ideas on the chalkboard or overhead projector. Lead a class discussion about expensive and inexpensive ways that businesses can promote positive public relations within the community. KEY QUESTIONS: Does the successful outcome of a public relations' plan depend upon the amount of finances invested? Why? What are some inexpensive ways to promote positive public relations? CRITICAL QUESTION: What advantages to hospitality operations do elaborate, expensive promotions have over inexpensive yet well organized promotions?[C]

Responsibilities of Employees

TS9:22 Lead a class discussion about some of the duties of public relation personnel. KEY QUESTIONS: What are the primary duties of public relation personnel? How might these duties be different depending on the size of the hospitality operation? What skills are needed for persons pursuing careers in public relations? In what ways might these particular skills be used? CRITICAL QUESTION: In what ways do all employees of a hospitality operation practice some form of public relations?[C]

TS9:23 Have each student produce a complaint letter directed toward the manager of a hospitality facility. Letters should describe in detail what occurred that caused dissatisfaction of service. Collect letters and redistribute so that each student has a complaint letter written by a student other than himself or herself. Instruct students (managers) to respond to the complaint letters received in a professional manner and in a manner that promotes customer satisfaction while maintaining a favorable image of the hospitality facility. Ask students to share letters with the class. The complaint letter from the customer should be read first followed by the response letter from the manager. (Have students read their own composed letters.) Invite class audience to evaluate responses for the following:

- displays respect and courtesy toward customer
- preserves a favorable image of the operation
- promotes customer satisfaction
- shows professionalism[B][C]

SPECIAL PROMOTIONS

TS9:24 Have each student bring five hospitality related promotional advertisements to class. Advertisements can be clipped from newspapers and magazines, or may be in the form of flyers. Allow students to share advertisements to determine which are duplications. Discard the duplicates and provide materials for students to make a collage out of the remaining promotional advertisements. Display in the classroom or class display case. Leave on display for future reference and to contribute to the "hospitality services" atmosphere in the classroom.

Role of Special Promotions

TS9:25 Invite a representative from a local convention or visitors bureau to speak to the class about planning and implementing a sales blitz. Guide students in preparing questions prior to the arrival of the speaker. Sample questions include the following: What is the purpose of a sales blitz? Who pays for expenses involved? Who participates in a sales blitz? In what setting and under what condition is a sales blitz held? What determines the success of a sales blitz? Have students plan and write down a sales blitz for a local hospitality operation. Each paper should include explanations as to why this particular sales blitz should succeed. Allow student volunteers to share their sales blitz ideas with the class.[B][C]

TS9:26 View Teaching Aid 42, Objectives of Promotional Activities. Ask students to identify the three objectives of promotional activities on the sample promotional flyer. Lead a class discussion about promotional activities. KEY QUESTIONS: Who plans and pays for promotional activities? What is the singlemost purpose of promotional activities? How can promotional activities help improve the image of hospitality operations? What groups of individuals are frequently targeted for promotional activities of hospitality establishments? Where are promotional advertisements found?[B][C]

Special Promotions' Contribution to Business Success

TS9:27 Divide the class into small groups. Have each group choose one of the following circumstances to plan and develop an appropriate "special" promotional activity:

- complimentary passes or discount coupons for services within the hospitality facility
- grand opening celebrations of a new or remodeled business
- meals on holidays or special occasions
- weekend packages for special events

Have each group design a promotional flyer to advertise the special promotion that was planned. Ask an elected group leader from each group to describe the special promotional activity after circulating the corresponding promotional flyer to student audience.[C]

TS9:28 Ask each student to bring one special promotion advertisement from a magazine or newspaper and one regular promotional advertisement to class. Allow students to exchange advertisements and compare the differences between a special promotion and a standard promotion.

Responsibilities of Employees

TS9:29 Have each student write a report discussing why follow-up procedures are important in hospitality services. Papers should contain information about when to follow up and how to follow up, as well as the consequences of not providing proper follow-up service to the customer or guest. Choose three students to share their papers with the class. Collect all papers.[C]

TS9:30 Lead students to brainstorm situations that would require a hospitality facility to provide follow-up. Write an abbreviated description of each situation on the chalkboard or overhead projector. Assign listed situations to pairs of students. Ask each pair of students to develop a skit to illustrate the appropriate follow-up for that situation. (Props, such as paper, pens, and unconnected telephones, may be used to add realism to the skits.) As students present skits to the class, have class audience evaluate the handling of each situation. KEY QUESTIONS: Could anything else have been done to improve the follow-up that was illustrated in each skit? What?[C]

TS9:31 Invite a representative from the sales staff of a local hotel operation. Guide students in preparing questions prior to the arrival of the representative. Sample questions include the following: What are the responsibilities of sales managers in hotel operations? What role does the sales staff play in the recruitment and planning of conventions and other special events? Which personal qualities are helpful to employees of the sales staff? Which educational qualities are helpful to employees of the sales staff? What are the different roles of sales staff employees? What type of prior experience or training should potential sales staff employees obtain? Have each student summarize the duties and desirable qualities of an employee of the sales staff of a hotel operation. Collect papers.[B][C]

10

Legal Considerations of the Hospitality Industry

ESSENTIAL ELEMENT

- Describe legal considerations of the hospitality industry, including guest, property, and employee liability.(v2E)

OBJECTIVES TO ACHIEVE

- Summarize the importance of employees understanding hospitality services industry laws.
- Outline legal duties and laws related to lodging operations.
- Describe the legal duties and laws related to lodging operations.
- Explain considerations regarding liability for injuries or damages to guests of hospitality services businesses.
- Describe considerations regarding liability of hospitality services businesses for property of guests.
- Outline considerations regarding liability of hospitality services employees.

HOTEL OPERATIONS

TS10:1* Write the word *Laws* on the chalkboard or overhead projector. Select students at random to make a statement beginning with the word Laws, such as "Laws are made to protect people" or "Laws help enforce fairness." Write responses on the chalkboard or overhead projector. Ask students to describe a situation or example depicting the statements made about laws.

TS10:2 Lead a class discussion about the historical development of hospitality operations. KEY QUESTIONS: What physical limitations did travelers in the middle ages experience? What dangers did travelers risk? What would travelers search for before nightfall? (Food, shelter, and protection.) Why? Who would generally provide for the needs of travelers? What were public houses? What did public houses eventually become known as? (English Inns)[B]

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* TS 10:1 indicates teaching strategy, chapter 10, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS10:3 Ask each student to write a paper entitled "Laws Regulating Public Houses of the Middle Ages." (Instruct students to refer to Chapter 10 in the Reference Book.) Papers should include information such as the following:

- specific complaints that led to a need for establishing public house laws
- the effect that public house laws had on the innkeepers
- the major duties of the innkeeper
- where laws originated from

Allow three student volunteers to share their papers with the class. Collect assignment.[B]

TS10:4 Have students view Teaching Aid 43, Legal Duties of Hotel Operations. Review these legal duties with the class noting how these same rules apply to present day hotel operations. Ask students to provide examples of current adherence to these rules. Lead a class discussion on how these rules can work to benefit hotel operations in the long run. CRITICAL QUESTIONS: Which of the rules contribute positively to the image of the hotel facility? How do these rules contribute positively?[C]

TS10:5 Invite the manager or owner of a hotel to speak to the class about the legal responsibilities that hotel management has toward guests or prospective guests. Guide students in preparing questions prior to the arrival of the speaker. Sample questions include the following: Under what circumstances can hotel operators refuse service to a prospective guest? When is it legal to evict guests from a lodging facility? What are the responsibilities of hotel operators when a guest becomes ill? What are examples of current legal problems between guests and lodging facilities? What types of situations in hotel operations could result in questions about liability? What can be done to protect hotel operations from unnecessary liability? What is "walking" a guest? Instruct students to write a two-paragraph summary of information given by the speaker.[B][C]

TS10:6 Divide the class into small groups. Based on the information received by the guest speaker in the previous Teaching Strategy, ask each group to develop a skit emphasizing one of the points that was brought up by the speaker. (Students can refer to their written summary papers for ideas.) Have groups present skits to the class. Following each skit, allow student audience to guess the point that was demonstrated in the skit.[C]

FOOD AND BEVERAGE OPERATIONS

TS10:7 View Teaching Aid 44, Rights and Duties of Food and Beverage Operations. Lead a class discussion on the individual rights and duties of food and beverage operations. KEY QUESTIONS: On what basis can food and beverage operations refuse admittance to customers? What reasons are not acceptable for refusing admittance to potential customers of food and beverage operations? For what reasons would a food and beverage operation restrict the sale of products or services? What is meant by "protecting customers from harm" according to employees of a food and beverage establishment?[C]

TS10:8 Have each student write a paper on the differences and similarities between the duties of hotel employees and the duties of food and beverage employees. (Refer students to Chapter 10 of the Reference Book for further information.) Ask student volunteers to share their papers with the class.[B][C]

TS10:9 Contact a local city or state health department to request that a spokesperson be sent to speak to the class about health regulations in businesses and the methods that are used to enforce these regulations. Guide students in preparing questions prior to the speaker's arrival. Sample questions include the following: What is a health permit? How does a business obtain a health permit? For what reasons would a health permit be denied issuance to a business? How much time is allowed for a business to correct a violation of the health code? What consequences will businesses experience as a result of neglecting to correct violations within the time allotted by the health authorities? How often are businesses inspected? Ask each student to list at least three violations that businesses can be guilty of according to the health department. Lead students to suggest ways to correct these violations.[C]

TS10:10 Duplicate, distribute, and have students complete Teaching Aid 45, Identifying Federal Agencies. Go over answers in class and lead a discussion about the relationship between hospitality services and the FDA, FTC, and USDA. KEY QUESTIONS: With what areas of hospitality services is the FDA concerned? With what areas of hospitality services is the FTC concerned? With what areas of hospitality services is the USDA concerned? CRITICAL QUESTIONS: What impact do regulations (represented by these three federal agencies) have on hospitality services?[C]

TS10:11 Provide each student with a 14" X 16" (or larger) piece of cardstock to differentiate between food or beverage advertisements that violate truth-in-menu laws and those that do not. Instruct each student to draw an honest and truthful menu advertisement of a food or beverage product on one side of the cardstock, and on the opposite side of the cardstock draw a false and misleading menu advertisement for that same food or beverage product. As each student presents visual displays to the class, have student audience identify the deceptive information in the menu advertisement. Display visuals in the classroom or class display case.

TS10:12 Lead a class discussion about food operations and implied warranties. KEY QUESTIONS: What is meant by an "implied warranty?" What are examples of implied warranties related to food and beverage operations? What is a foreign or natural test? Are food and beverage operations liable to customers who are injured from ingesting naturally occurring parts of foods (such as fish bones in broiled fish)? Why are food operations in some states liable and those in other states not liable? What is a reasonable expectations test? CRITICAL QUESTION: What is the difference between foreign or natural tests and reasonable expectations tests?[C]

TS10:13 Have each student draw a flow chart to illustrate regulation procedures for alcoholic beverages. (Information for the flow charts can be obtained by reading under the heading Food and Beverage Operations in Chapter 10 of the Reference Book.) Review the regulations procedures for alcoholic beverages and display students' flow charts in classroom or class display case.[C]

TS10:14 Have students work in pairs to conduct research into state liquor laws. Assign each team a different state to investigate. Research should include the following:

- legal hours of operation for sales of alcoholic beverages
- legal locations for the sale of alcoholic beverages
- licensing requirements
- record keeping rules
- taxes on sales of alcoholic beverages

Information can be obtained through the state liquor authority or commission. Allow pairs of students to share the information they received about their assigned states with the class. Lead students to compare the differences in state regulations of alcoholic beverages.[B][C]

LIABILITY FOR HARM TO GUESTS

TS10:15 View Teaching Aid 46, Guest Injuries Do's and Don'ts. Ask students to brainstorm for common injuries that might occur in a hospitality service environment. List students' speculations on the chalkboard or overhead projector. Discuss how each injury should be handled. Make sure to take into consideration all the do's and don'ts listed on the Teaching Aid.[C]

TS10:16 Lead a class discussion concerning liabilities of guest injuries. KEY QUESTIONS: What are the four conditions that must be met in order for a guest to seek compensation for injuries or damages? What is the good Samaritan doctrine? When does the good Samaritan doctrine not protect a volunteer rescuer? In what ways are employees of lodging operations required to assist injured guests?[C]

TS10:17 Divide the class into small groups. Ask each group to develop one account to illustrate *contributory negligence* and one account to illustrate *res ipsa loquitor*. Have elected group leaders from each group present contributory negligence accounts to the class. Discuss common characteristics of shared accounts. Have other elected group leaders from each group present res ipsa loquitor accounts to the class. Discuss common characteristics of shared accounts.[C]

PROPERTY LIABILITY

TS10:18 Arrange for students to tour a medium to large hotel facility to learn about hotel standards and practices that contribute to the security of guests' valuables. Ask the tour guide to show students where and what is involved in safeguarding guests' property. Guide students in preparing questions prior to the tour.

Sample questions include the following: What are the procedures followed for storing guests' valuables in the hotel safe? Who is allowed access to the safe? When is a hotel liable for lost or stolen valuables? In what cases would a hotel not be liable for lost or stolen valuables? What are limitations of liability laws? What must hotel establishments do in order to be protected by limitations of liability laws? Are hotels liable for guests' articles that are stolen from the guest room? What are the advantages to hotel establishments of having an on sight safe? What is meant by guest negligence? Ask each student to write a paper covering issues related to hotel liability. Collect assignment.[B][C]

TS10:19 Lead a class discussion about hotels' property liability responsibilities related to "acts of God" and "public enemies." KEY QUESTIONS: What are examples of "acts of God"? What are examples of "public enemies?" In what case might a hotel be held liable for damages that occurred during an act of God or as a result of a public enemy?[C]

TS10:20 Instruct each student to develop two lists. One list should refer to property liabilities in hotel operations and the other list should refer to property liabilities in food and beverage operations. (Refer students to Chapter 10 of the Reference Book under the heading *Property Liability*.) Allow a student volunteer to write both lists on the chalkboard or overhead projector. Ask the remainder of students to add to or challenge the information on both lists. KEY QUESTIONS: What types of property liabilities do hotel operations and food and beverage operations have in common? What are the differences between property liabilities in hotel operations and property liabilities in food and beverage operations? How can food and beverage operations limit property liabilities? How can hotel operations limit property liabilities?[C]

EMPLOYEE LIABILITY

TS10:21 Have students view Teaching Aid 47, Recording Cases Under the Occupational Safety and Health Act (OSHA). Lead a class discussion about the liability responsibilities of employers to their employees. KEY QUESTIONS: What three conditions determine if an employee's case qualifies as reportable under OSHA regulations? In what instances should cases not be reported? From what environment must the death, illness, or injury occur? What must an injury involve in order to qualify as a reportable case under OSHA regulations?[C]

OTHER LAWS

TS10:22 Invite the manager or owner of a hotel operation and the manager or owner of a food and beverage operation to speak to the class about laws affecting their establishments. Guide students in preparing questions prior to the arrival of the guests. Sample questions include the following: Out of all the laws that affect businesses, which three laws have the greatest impact on your operation? Why? What would you change? Are there any laws presently being considered that would impact hospitality operations? How? How have AIDS related issues impacted your operation? Have laws been enacted for the benefit of persons with AIDS or for the benefit of employee protection? What measures have been taken in your operation to protect your employees? In what ways might a guest room (occupied by a person with the AIDS virus) become hazardous for employees to clean? Ask each student to write a paper discussing which laws are of greatest concern to operators of hospitality services and why. Collect assignment.[B][C]

TS10:23 Ask students to identify the purpose behind each of the following laws and explain how each law affects hospitality services:

- Age Discrimination Employee Act of 1967
- building codes
- Fair Labor Standards Act
- Federal Insurance Contributions Act
- Federal Unemployment Tax Act
- Internal Revenue Code
- smoking ordinances
- safety codes
- State and local taxes
- zoning laws

Have students research the laws listed above that are unfamiliar to them. Ask student volunteers to share their findings with the class.[B][C]

TS10:24 Have students work in small groups to research the Americans with Disabilities Laws and how these laws affect hotel operations and food and beverage operations. Groups can contact managers of hotel operations, food and beverage operations, and state employment agencies for information in this area. Each group should find out the five components of the ADA laws and how they impact the hospitality industry such as through the following:

- accommodations for child care
- accommodations for the hearing impaired (typewriters, smoke alarms)
- bilingual training
- menus (heart healthy, instructions by wait persons about location of food on plates of visually impaired person's-food location is at 12:00, 3:00, 6:00)
- public accommodations (ramps, lowered sink, and peepholes)

Have an elected group leader present findings to the class. Challenge students to answer the following questions:

- What are the required number of parking places?
- What is TDD/TDY?
- What is the required percentage of rooms that a hotel facility should have designed for persons with disabilities? (6 percent)
- Who enforces or regulates the ADA laws?[B][C]

11

Hospitality Services Guests and Customers

ESSENTIAL ELEMENT

- Define the concept of guest/customer.(v3A)

OBJECTIVES TO ACHIEVE

- Review types of guests and customers who utilize hospitality services.
- Explain the rights and responsibilities of guests and customers who use hospitality services.

CUSTOMERS

TS11:1* Lead a class discussion about the differences and similarities between guests and customers. KEY QUESTIONS: What is the definition of a guest? What is the definition of a customer? Which hospitality operations do guests patronize? Which hospitality operations do customers patronize? CRITICAL QUESTION: When is a guest also a customer?[C]

TS11:2 Write a list of the following types of customers on the chalkboard or overhead projector:

- breakfast crowd
- dates
- dinner crowd
- lunch crowd
- quiet-type crowd
- regulars
- social occasion crowds
- summer lunch crowd
- young crowd

Have each student briefly describe, on paper, specifics about each type of customer listed. Ask a student volunteer to write descriptions on the chalkboard or overhead projector beside the appropriate customer already listed. Allow other students to add to or challenge the information listed.[B]

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* TS 11:1 indicates teaching strategy, chapter 11, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS11:3 Based on the information gathered in the previous Teaching Strategy, challenge students to answer the following questions:

- How would you describe a social occasion-young crowd?
- What are the differences between the dinner crowd and the lunch crowd?
- What is the difference between a lunch crowd and a summer lunch crowd?
- What is the main difference between a regular and a quiet-type regular?
- Which type of customer is less likely to tip?
- Who are the least demanding customer types?[B]

TS11:4 Have students work in pairs to design a visual display depicting one type of customer. Visual displays should include the following:

- a title and definition of the type of customer chosen for illustration
- pictures cut out from magazines that help depict this type of customer
- positive aspects of this type of customer
- negative aspects of this type of customer

Allow pairs of students to share their visuals with the class explaining depictions. Display in the classroom or class display case.

TS11:5 Have students view Teaching Aid 48, Handling Customers Who Are . . . . Lead a class discussion about how customers feel (or the condition they are in) and the impact they might have on employees assigned to serve them. CRITICAL QUESTIONS: What advice can be given to help employees deal with each of the customers listed on the Teaching Aid? At what point should managers be notified for assistance?[B][C]

TS11:6 Duplicate and distribute Teaching Aid 49, Predicting Specifics about Food Operations Based on Location. Have each student write a likely description of each of the four food operations as instructed on the Teaching Aid. Include justifications for each prediction. Ask student volunteers to share conclusions with the class. Lead students to compare answers for similarities and differences.[B]

TS11:7 Lead students to brainstorm for factors other than location that can influence expectations and preconceived ideas about a food and beverage operation. Brainstorming can begin in the form of a question such as the following: Why would a food operation in the business district of the city open for business only in the evenings and serve high-priced gourmet style cuisine? Answers should help generate the brainstorming of factors other than location; for example, it could be a very old, well established food operation with the unique attraction of a city view high atop a tall downtown building. CRITICAL QUESTION: What circumstances or conditions would alter customer expectations of a food and beverage operation?

TS11:8 Bring props to class such as table settings, aprons, and service ware. Have students work in groups of three to develop two skits depicting one or more of the customer issues listed on Teaching Aid 48, Handling Customers Who Are . . . . Skits should clearly show the customer's presenting issue, the reaction of the employee, and the resulting outcome. Each group's first skit should demonstrate an unacceptable reaction by the employee resulting in a negative outcome. Following the first skit, ask the student audience to identify the customer's presenting issue(s). The second skit should demonstrate an acceptable reaction by the employee resulting in a positive outcome.[B][C]

TS11:9 Invite the owner or manager of a food and beverage operation to discuss how smoking and non-smoking designated areas have functioned for customers and employees alike. Guide students in preparing questions prior to the arrival of the speaker. Sample questions include the following: What is the law on smoking regulations in food and beverage operations? How separate are the smoking/non-smoking areas actually from each other? Do you ever have difficulty with smoke from the smoking section drifting into the non-smoking section? Have customers complained about this? Are areas serving only alcoholic beverages required to have non-smoking sections? How would a totally smoke-free environment affect your business? Have each student write a paper expressing the advantages and disadvantages of smoke-free environments in the food and beverage industry. CRITICAL QUESTIONS: In what types of food and beverage operations would smoke-free environments be acceptable to the majority of existing customers? In what types of food and beverage operations might smoke-free environments be detrimental to the business?[B][C]

GUESTS

TS11:10 Duplicate and distribute Teaching Aid 50, Serving a Variety of Guest Types. Students are to write the services they predict as most likely to be utilized by each different guest types mentioned. Allow students to share conclusions with the class. Note the similarities and differences of students' responses. Students should be prepared to defend their choice of services for each guest type.[C]

TS11:11 Divide the class into six groups. Assign each group one of the following guest categories:

- business, corporate, and government travelers
- conventioneers
- education travelers
- special event travelers
- tour groups
- vacationers

Have each group develop a marketing strategy aimed at attracting the type of guest assigned to them. Marketing strategies should include guest needs, expectations, amenities, prices, and services. Groups can develop a flyer, visual aid, commercial, or other promotional idea to attract the guests in their category. Allow groups to present their marketing plans to the class. Have student audience point out the features of the presenting group's marketing strategy that would attract the target guests.[C]

TS11:12 Lead a class discussion about the various services and amenities that are offered by different hotels. KEY QUESTIONS: What is the role of a valet? What type of hotel would most likely not employ valets? What services do room attendants provide for guests? What services are generally available in full-service hotels? What are bellhops, bellpersons, or porters? Would a roadside hotel employ bellhops? Why? What are examples of guest room amenities? Who pays for these amenities? What other services are offered by hotel operations?[C]

TS11:13 Have a student volunteer write on the chalkboard or overhead projector the words *All-suite Hotels* in one column, *Convention Hotels* in a second column, and *Budget Hotels* in a third column. Ask class members to cite advantages and disadvantages of each type of hotel as a student volunteer writes these thoughts in the appropriate column. Discuss the type of person(s) that would most likely patronize these hotels. KEY QUESTIONS: What types of groups would be attracted to convention hotels? Why? to all-suite hotels? Why? to budget hotels? Why?

TS11:14 Ask each student to describe a person or group of people by providing the following information on a sheet of paper:

- allowable budget
- clothing styles - casual (wash and wear) or business (dry clean)
- name of person or group
- necessary number of lodging nights
- purpose of travel
- size of group and ages of persons in group
- special or medical needs of guest(s)

Have students write their names at the top of the page prior to exchanging completed information lists with another classmate. Each student should read the exchanged information list and write a paper suggesting a type of hotel that would be acceptable for the person or group described on the information list. Include specific services that the hotel should provide and explain the reasoning behind the choice of hotel. Allow student volunteers to share papers with the class. Collect papers and information lists.[C]

GUESTS' AND CUSTOMERS' RIGHTS AND RESPONSIBILITIES

TS11:15 Lead a class discussion about the rights that people have when they become guests of a hotel. KEY QUESTIONS: What would be signs of an unclean room? Under what circumstances would a lodging operation be considered unsafe? What examples can be given to illustrate a disturbance of guest privacy?

TS11:16 Ask students to work in pairs and write an account illustrating the disruption of a person's rights as a guest at a lodging operation. Allow students to present their accounts to the class and encourage class commentaries about the rights that were compromised. CRITICAL QUESTION: How might each account be altered in order to prevent the error of the lodging operation from occurring?[C]

TS11:17 Lead students to brainstorm specific ways that hotel operations can be protected from liability and negligence. Have a student volunteer write ideas on the chalkboard or overhead projector as remaining class members brainstorm additional thoughts. KEY QUESTIONS: Which of the ideas listed would require financial investment? Which of the ideas listed would require time investment? educational/training investment?[C]

TS11:18 (To complete this Teaching Strategy refer students to Chapter 11 of the Reference Book for information concerning the responsibilities of guests in hotel operations.) Have each student list the three responsibilities on paper and provide an example of each of the responsibilities. Have students share their examples with the class. Collect papers. CRITICAL QUESTIONS: Are hotel operations required to honor the rights of guests who do not live up to their responsibilities? Why? What might be an example of an exception?[B]

TS11:19 Provide an index card for each student. Instruct students to write down one unfortunate experience they had as a customer at a food and beverage operation. Collect completed index cards and redistribute the cards to students other than the student who's experience appears on the card. Have students read experiences written on the card and identify which food and beverage operation rights and/or customer's responsibilities were involved. (Information concerning rights and responsibilities can be found in Chapter 11 of the Reference Book.) Allow each student to share conclusions with the class by reading the experience and identifying the rights and/or responsibilities applicable to the situation. Encourage class members to evaluate the conclusions presented. Collect assignment.[C]

TS11:20 Lead a class discussion about responsibilities that customers have while patronizing food and beverage operations. Examples of customer responsibilities include the following:

- controlling children
- keeping children away from other customers
- listening to server repeat the order for accuracy
- paying for ordered items
- protecting children from harm
- tipping the server

KEY QUESTIONS: Which of the responsibilities stated above are most commonly neglected? Which responsibility is the least likely to be neglected? Why? If customers are responsible for their children, who should be liable for the price of a meal if a customer's child walked to the table of another party and threw a full plate of food from that table onto the floor? What are further examples that illustrate responsibilities of customers in food and beverage operations? CRITICAL QUESTION: What are the rights of customers while patronizing food and beverage operations?[C]

12

Needs of Guests and Customers

ESSENTIAL ELEMENT

- Discuss the needs of guests/customers.(v3B)

OBJECTIVES TO ACHIEVE

- Describe the needs of lodging operations' guests.
- Determine the needs of food and beverage operations' customers.
- Outline reasons that guests and customers of hospitality services possess specific needs.
- Identify methods to satisfactorily fulfill the needs of guests and customers.

NEEDS OF LODGING OPERATIONS' GUESTS

TS12:1* (Have students read about Maslow's Hierarchy of Needs in Chapter 12 of the Reference Book to prepare for this Teaching Strategy.) Display a transparency of Teaching Aid 51, Maslow's Hierarchy of Needs. Ask class members to think of ways that hospitality services affect each level of need. Write examples in the boxes provided across from each level. Lead a class discussion on students' written ideas. KEY QUESTIONS: Do hospitality services generally serve the higher-level needs or the lower-level needs? Why? Why must lower-level needs be met before higher-level needs are satisfied?[B][C]

TS12:2 Display a transparency of Teaching Aid 51, Maslow's Hierarchy of Needs. Lead a class discussion explaining the reasons why the lowest needs (indicated toward and at the base of the pyramid) must be met prior to higher-level needs (indicated near and at the top of the pyramid). One example to use for illustrating the need for meeting lower-level needs prior to meeting higher-level needs is as follows:

> A family has been travelling across the state by car all afternoon and each member is tired and hungry. What the family needs the most at this time is food and lodging

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* TS 12:1 indicates teaching strategy, chapter 12, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

> to meet their physiological needs. The family will not be interested at this time with fulfilling 'love and belonging needs' such as would occur by playing a family board game together. Before they can enjoy playing a board game together (higher-level need) they must satisfy their present lower-level physiological needs of hunger and rest.

Ask each student to write an account (analogous to the above example) that supports Maslow's hierarchy of needs. Allow students to share their written accounts with the class. Collect assignment. KEY QUESTION: Under what pre-existing conditions are people free to concentrate on high-level needs? CRITICAL QUESTION: Why are higher-level needs as important for human development as lower-level needs?[B][C]

TS12:3 Have pairs of students work together to create a visual display illustrating ways in which lodging operations fulfill guests' needs at different levels. Provide one large triangular shaped posterboard for each team. Instruct teams to divide the triangle into five sections (by drawing four evenly spaced horizontal lines across the point-up triangle as it is in a point-up position). Each section represents one level of Maslow's needs. Have students cut out pictures from magazines that symbolize guests' needs and glue the pictures on the appropriate need level of the triangle. Have each team present and explain their visual display to the class. Display visuals in the classroom or class display case.[B][C]

TS12:4 Duplicate and distribute Teaching Aid 52, Anticipating the Needs of Guests. Have each student follow the directions on the Teaching Aid and record answers in the spaces provided. Compare students' answers in class and lead a discussion about ways in which lodging operations can help meet the needs of guests. CRITICAL QUESTION: For what reasons other than shelter do people seek lodging?[B][C]

TS12:5 Ask students to define the word *Trend*. Lead students to brainstorm trends of the past, present, and future. Have a student volunteer write the trends that are mentioned on the chalkboard or overhead projector. (The trends listed will be used in Teaching Strategy 12:6.) Lead a class discussion about the impact that trends can have on hotel operations. KEY QUESTIONS: Why do trends often become needs? What is a passing fad? How can one tell the difference between a lasting trend and a passing fad? How have hotel operations responded to health and fitness trends? What are examples of possible future trends that might affect hotel operations?[B][C]

TS12:6 Have students refer to the trends listed on the chalkboard or overhead projector in Teaching Strategy 12:5 and write a paper answering the following questions concerning trends:

- How might future trends affect hotel operations?
- In what ways do present trends impact the hospitality industry?
- What do all lasting trends have in common?
- Which of the past trends eventually became needs?
- Which present trends could easily become needs? Why?

Allow student volunteers to share papers with the class. Collect assigned written materials.[B]

TS12:7 Divide the class into small groups. Ask each group to think of a hotel operation that incorporates services inspired by present day trends. The following information should be included in the group discussion:

- name of hotel operation
- explanation of specific trend
- action taken by hotel operation to incorporate new services
- advantages and disadvantages of incorporating the trend-inspired service

Have an elected group leader from each group present conclusions to the class.[C]

TS12:8 Lead a class discussion on how to make guests feel welcomed, comfortable, safe, and accepted. KEY QUESTIONS: How can hotel employees meet the above mentioned needs of guests? What are specific ways that employees can meet these needs? What are three benefits that would most likely result from adequately meeting higher-level needs of guests?[C]

NEEDS OF FOOD OPERATIONS' CUSTOMERS

TS12:9 Provide each student with samples of customer comment cards designed for food and beverage operations. Divide the class into groups of three to four students. Have each group develop a skit depicting a food and beverage operation setting to demonstrate needs of customers and how these needs are met by employees. (Refer to guidelines found in Chapter 12 of the Reference Book.) Allow groups to present skits to the class. Following the presentation of each skit, instruct the student audience to completely fill out, and turn in comment cards to the group about the quality of service that was demonstrated in the skit. After all skits have been presented, have student audience vote for the skit that demonstrated superior quality of service. If desired, have groups share comment cards about their skit with other groups.[C]

TS12:10 Prepare food and beverage customer comment cards ahead of time with a different complaint listed on each one. Provide one completed customer comment card to every other student. Instruct students with cards to pair up with students without cards. Have students work in pairs to decide what they would do in response to the complaint if they were owners of that food and beverage establishment. Have the first team member read the preassigned complaint to the class and the other team member describe the method that was chosen to respond to that complaint. Allow for class feedback.[C]

TS12:11 Assign each student the task of visiting one food and beverage operation to request a copy of the menu. (Many restaurants provide miniature versions of their in-house menus to customers who request take-home copies of menus.) Ask each student to examine the menu for food or beverage items or service practices that reflect current trends or lifestyles. Have students prepare a report based on how recent trends have affected menu items and service practices of food and beverage operations. Instruct students to present individual reports to the class. Collect reports.[B]

TS12:12 Lead a class discussion about the impact that trends can have and have had on food and beverage operations. KEY QUESTIONS: How have food and beverage operations responded to increased interest in healthy eating habits? What trends have affected food and beverage operations? What is one example of a successful change in a food and beverage operation inspired by a trend? What are examples of possible future trends that might affect food and beverage operations?[B]

TS12:13 Have each student prepare a visual display advertising a new menu item or service practice in a food and beverage operation that is reflective of a possible future trend. Allow student volunteers to present their advertisements to the class. Display visuals in the classroom or class display case.

TS12:14 Lead a class discussion about the adjustments that food and beverage operations might be required to make in order to keep up with the changing needs of customers over time. KEY QUESTIONS: Why do fast-food operations continue to grow at a fast pace? What customer needs do fast-food operations meet? What are some differences between menu items of the past and current menu? CRITICAL QUESTIONS: Would a fast-food operation of today have been successful in the early 1900s? Why?[B][C]

TS12:15 Display a transparency of Teaching Aid 53, Past and Present. Lead a class discussion about popular changes in foods and beverages over the years, such as those illustrated on the Teaching Aid. Lead students to brainstorm other examples and list these on a separate transparency. KEY QUESTIONS: What causes foods and beverages to change in popularity? How can studying current trends in society be advantageous to food and beverage operations?[B]

REASONS GUESTS AND CUSTOMERS HAVE NEEDS

TS12:16 Have each student write a paper that explains why one person's needs and expectations may be perceived as a luxury by another person. Instruct students to focus the contents of their papers on one of the following factors influencing individuals' needs:

- economic level and standard of living
- expectations of hotel, food operation, and of other people
- need to reach satisfactory levels of well-being
- personality
- place of residence

(Two examples under "Place of Residence" could be country and city. Explanation: A family living on a farm in the country could easily learn to depend on and expect fresh picked vegetables from their garden each year. On the other hand, a family living in the city would consider garden-picked vegetables a luxury rather than an expectation since most of their produce is purchased second or even third hand at the grocery store.) Students' papers should include one example of a fictitious person or family that illustrates one of the factors listed above and how it affects the needs and expectations of that person or family. Allow student volunteers to share their papers with the class. Collect written assignments.[B]

TS12:17 Have a student volunteer draw two columns on the chalkboard or overhead projector. Label one column "luxuries" and the other column "needs." Lead the class to brainstorm personal luxuries as one student volunteer writes responses in the appropriate column. Next, lead students to brainstorm personal needs as student volunteer writes responses in the other column. Instruct each student to write down (on a sheet of paper) personal needs and luxuries and compare personal results with classroom results listed on the chalkboard or overhead projector. Allow student volunteers to explain why their personal results may have differed from the results of other classmates. Lead a class discussion about how one person's luxury may be the other person's need, and one person's need may be the other person's luxury. KEY QUESTIONS: Under what circumstances would the items listed under needs be considered luxuries? Under what circumstances would the items listed under luxuries me considered needs?[B]

TS12:18 Instruct each student to prepare a visual aid to express ten personal needs and ten personal luxuries. Allow student volunteers to present and discuss visuals to the class. Display visuals in the classroom or class display case. KEY QUESTIONS: What similarities exist among students' needs and luxuries? What differences exist among students' needs and luxuries? What are reasons for differences and similarities? Does age affect needs and luxuries of a person? How?

METHODS FOR MEETING GUEST AND CUSTOMER NEEDS

TS12:19 Duplicate, distribute, and have students complete Teaching Aid 54, Meeting Guest and Customer Needs. Have students share examples with the class. KEY QUESTIONS: What are examples of an inefficient staff? In what ways would an inefficient staff affect the ability to meet the needs of customers or guests? What are examples of poor employee attitudes? In what ways would poor employee attitudes affect the ability to meet the needs of customers or guests? What are examples of below-minimum services of a hospitality business? In what ways would below-minimum services provided by a hospitality service affect the ability to meet the needs of customers or guests?[C]

TS12:20 Ask each student to interview the owner or manager of a food and beverage operation about the last time changes were made in the menu or service style. Guide students in preparing questions prior to the interviews. Sample questions include the following: What was changed? When was the change adopted? What was the reason behind the change? What modifications have been made as a result of the changing needs and wants of customers? How important is flexibility in services and menu offerings of a food and beverage operation? What future modifications might be necessary as a result of presently growing needs and wants of customers? Allow student volunteers to present reports on the information received from the interviews. KEY QUESTIONS: What are examples of modifications in services or menu items? What is the purpose of modifying services or menu items in a food and beverage operation? CRITICAL QUESTION: In what ways can flexibility toward patrons of a hospitality service affect that establishment's competitive edge?[C]

TS12:21 Lead a class discussion on how hotel operation departments with low-level guest contact (such as maintenance departments and housekeeping departments) could be responsible for guest complaints. Use examples of the following three inadequacies to illustrate how employees' behaviors in these departments might lead to guest complaints:

- lack of cooperation between maintenance and housekeeping departments
- poor communication between maintenance and housekeeping departments
- sub-standard performance within the maintenance department or the housekeeping department

Have students share personal thoughts about other areas of hotel operations that could be adversely affected by inadequacies in these departments. KEY QUESTIONS: What are some safety related problems that might result from inadequacies within a department? What impact can the inadequacies of one department have on the attitudes of employees in other departments of the same hotel operation? In what ways do the responsibilities of the maintenance and housekeeping departments affect guest satisfaction? CRITICAL QUESTION: What steps can managers take to correct or prevent inadequacies in maintenance and housekeeping departments?[C]

TS12:22 Divide the class into two groups. Have the first group list what things are important to them as guests in hotel facilities. Ask the second group to list what things are important to them as customers in food and beverage facilities. Elect one student from each group to record answers. Ask each group recorder to write answers on the chalkboard or overhead projector. Lead a class discussion on students' personal expectations of hospitality services. KEY QUESTIONS: Would the expectations listed be considered reasonable to most people? How will unfulfilled expectations affect customer satisfaction? What influences individual expectations?[C]

13

Techniques for Complaint Resolution and Guest and Customer Service

ESSENTIAL ELEMENT

- Apply techniques for complaint resolution and guest/customer service.(v3C)

OBJECTIVES TO ACHIEVE

- Identify methods of resolving conflicts between guests or customers and hospitality services employees.
- Describe guest and customer service.
- Outline the importance of guest and customer service in relation to successful business operations.
- Describe methods of setting standards of customer service.

METHODS OF RESOLVING CONFLICTS

TS13:1* Lead students to brainstorm complaints that are likely to occur in the hospitality industry. Have a student volunteer write responses on the chalkboard or overhead projector. Have each student take out a piece of paper and list suggested complaints vertically down the page, allowing four lines per complaint. Beside each complaint, instruct students to write down how that incident could have been prevented by employees. Ask students to share answers in class. Lead a class discussion about students' responses. Collect written material. KEY QUESTIONS: What is complaint resolution? When should complaint resolution begin? What are examples of signs that employees can be trained to look for that could prevent specific problems from occurring?[C]

TS13:2 Prepare in advance individual index cards listing a different customer complaint on each card. (Use the typical complaints that were listed in Teaching Strategy 13:1 as examples for this Teaching Strategy.) Divide the class into groups of threes, and distribute one index card to each group. Instruct each group to develop a skit to resolve the customer's complaint. (Refer students to

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* TS 13:1 indicates teaching strategy, chapter 13, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

Chapter 13 of the Reference Book for steps in resolving problems.) Each student will role play one of the following characters: unhappy customer or guest, hospitality service employee, and hospitality service manager. Allow each group adequate preparation time for gathering props. Have groups present skits to the class. KEY QUESTIONS: At what point in each skit did the customer or guest regain the confidence of the hospitality establishment? What methods were used to resolve the conflict? Did the customer or guest in the skit leave in a positive frame of mind? Why?[C]

TS13:3 Based on the skits that were presented to the class in the previous Teaching Strategy, ask each student to write a follow-up letter that can be sent to the guest or customer in the skit. Follow-up letters should apologize for the problem and encourage the customer or guest to try that hospitality service again. Have student volunteers share letters with the class. KEY QUESTIONS: What is the purpose of a follow-up letter? What impression of the hospitality service would a follow-up letter leave to the customer or guest who experienced the problem? Why would the customer or guest who receives a letter be more likely to continue patronizing the hospitality establishment? What effect can follow-up letters have on word-of-mouth reputations of hospitality establishments?[C]

TS13:4 Display a transparency of Teaching Aid 55, Reasons for Not Listening. Lead a class discussion about common reasons why people do not listen. KEY QUESTIONS: How can each of the reasons for not listening (listed on the Teaching Aid) be avoided? Why must hospitality employees be aware of their own listening skills? How can good listening skills help avoid problems between customers or guests and employees of hospitality services? How can good listening skills help resolve conflicts between customers or guests and employees of hospitality services?[C]

TS13:5 Leave the transparency of Teaching Aid 55, Reasons for Not Listening, on display from the previous Teaching Strategy. Divide the class into small groups. Have each group develop a scenario for one of the reasons identified on the transparency. Ask groups to present scenarios to the class. KEY QUESTIONS: Why is it difficult for some people to listen? How can listening skills be improved? What is the relationship between good listening skills and customer or guest satisfaction in hospitality establishments?[C]

TS13:6 Display a transparency of Teaching Aid 56, Good Listening Practices. Lead a class discussion on the value of hospitality service employees developing good listening skills. KEY QUESTIONS: How is communicated information often misinterpreted? What steps can be taken to avoid misinterpreting communicated information? How can one practice effective listening skills?[C]

TS13:7 Ask each student to write a paper describing a problem situation experienced at a hospitality establishment. The problem situation does not have to be from personal experience, but should be genuine. Each paper should include the following:

- description of the problem
- how the problem was brought to the attention of appropriate personnel

- the reaction and action of the person receiving the information
- method of resolution
- resulting impressions about the hospitality establishment

Ask students to rate their own experiences based on the satisfaction received following problem resolution. Ask student volunteers to read papers to the class. KEY QUESTIONS: What other options could have been explored to resolve the problem? What could have been handled differently to result in an improved outcome? How did this experience affect attitudes and impressions about the hospitality service in question?[C]

TS13:8 Provide each student with two index cards. Instruct each student to title one index card "Hotel Operations" and the other index card "Food and Beverage Operations." Ask each student to list suggested policies and standards for handling difficult situations that are unique to each hospitality operation. Have students share lists with the class. KEY QUESTIONS: What are the differences in suggested policies between hotel operations and food and beverage operations? What are the similarities? Which hospitality operation generally requires a higher number of personnel to resolve difficulties? Why?[C]

TS13:9 Ask students to think of original ways in which employees can obtain feedback from guests and customers. Have students share these ideas with the class. Lead a class discussion about ways to obtain feedback from customers and guests. KEY QUESTIONS: How might feedback from customers and guests result in policy and standard changes of a hospitality operation? What can hospitality services do to encourage guests and customers to express their opinions about the quality of services received? Why are some individuals reluctant to voice their negative opinions about quality of service? What are the advantages of making comment cards available to customers and guests of hospitality services? In what situations is negative feedback valuable to the long-term success of a hospitality service? Why?[C]

GUEST AND CUSTOMER SERVICE

TS13:10 Duplicate, distribute, and have each student complete Teaching Aid 57, Formation of a Business Image. Ask student volunteers to share their written accounts with the class. Discuss how changes in Jim's manner, appearance, and language affects Mr. and Mrs. Reed's image of the business. KEY QUESTIONS: How can Jim's manner be described in the account given on the Teaching Aid? How can his appearance be described? How can his language be described? Based on these answers, what was Mr. and Mrs. Reed's first general impression of the hotel operation? What is different about Jim's manner, appearance, and language in students' written accounts? How will this affect Mr. and Mrs. Reed's impression of the hotel operation?[C]

TS13:11 Lead students to brainstorm one-word actions, attitudes, and habits of employees that lead to customer and guest service satisfaction. Sample words include the following: friendly, clean, and helpful. Have a student volunteer list the words on the chalkboard or overhead projector as they are mentioned. Lead a class discussion on the importance of first impressions that employees present to customers and guests of hospitality services. KEY QUESTIONS: How do employee attitudes, habits, and actions contribute to guest satisfaction? Which of the attitudes, habits, and actions are most likely to form first impressions? Which of the attitudes, habits, and actions are most likely to form lasting impressions? Why are first impressions so important in the hospitality industry?[C]

TS13:12 Have students work in pairs to agree upon a proper greeting for the guest of a hotel or customer of a food and beverage operation. One student should play the part of the customer or guest and the other student should play the part of the employee greeting the customer or guest. Allow pairs of students to present guest or customer greeting scenarios to the class. Lead a class discussion about common elements of acceptable greetings in hospitality services. KEY QUESTIONS: What behaviors are common among students' greetings? Why are proper attitudes of hospitality greeters necessary? What are different (yet equally effective) ways to greet guests or customers of hospitality establishments?[C]

IMPORTANCE OF GUEST AND CUSTOMER SERVICE

TS13:13 Ask each student to record a personal experience involving word-of-mouth communication about a hospitality service. Have student volunteers share accounts with the class. Collect students' papers. KEY QUESTIONS: Does hearing a friend or relative's opinion about a hospitality service affect the likelihood or unlikelihood that the establishment mentioned is patronized? Why? What communication is most believable to individuals: a television advertisement about a certain food and beverage establishment or a friend's first-hand experience of the same food and beverage establishment? Why? CRITICAL QUESTIONS: To what extent does the treatment or service a guest or customer receives in a hospitality establishment influence that hospitality services' reputation? Which is most important in generating positive word-of-mouth communication: quality of service or atmosphere and elegance of decor? Why?[C]

TS13:14 Display a transparency of Teaching Aid 58, Ensuring a Positive Reputation. Divide the class into four groups, or have each student work individually. Develop a series of events that leads up to and includes neglectful behavior (by a hospitality service) of one of the four requirements listed on the Teaching Aid. Include possible repercussions of such behavior. Ask groups (or individuals) to present accounts to the class. KEY QUESTIONS: How did each account contribute to a negative reputation for that hospitality service? How can each account be corrected to contribute to a positive reputation for that hospitality service?[C]

TS13:15 Lead students to brainstorm ways that hospitality service staff can emphasize "the personal touch" while providing services to customers and guests. Have a student volunteer write responses on the chalkboard or overhead projector.

Lead a class discussion on the ways that automated technology has the capacity of taking the place of human, personal contact. KEY QUESTIONS: Why is personal contact so important in hospitality services? Could substituting automated technology for personal contact services take away from the reputation of a hospitality service? In what ways? CRITICAL QUESTION: How would a decrease in human contact services affect the four requirements listed on Teaching Aid 58, Ensuring a Positive Reputation?

METHODS OF SETTING GUEST AND CUSTOMER SERVICE STANDARDS

TS13:16 Write the word *Standards* on the chalkboard or overhead projector. Ask students to define the word as it relates to hospitality services. Write down definitions and lead a class discussion about standards in hospitality operations. KEY QUESTIONS: What are standards? Why is the establishment of standards important in the hospitality industry? How will standards affect customer/guest satisfaction? Do standards ever change? For what reasons?[C][B]

TS13:17 Ask half of the class to interview the manager of a hotel establishment, and the other half of the class to interview the manager of a food and beverage establishment. Students should interview the managers about standards used in the operation of their establishment. Guide students in preparing questions prior to the interviews. Sample questions include the following: What were the originally established standards of this operation? In what ways do standards assist customers? Would any standards be considered essential standards? Why? Have standards been added to or deleted from original standards over the years? Why? What causes standards to change? What are specific examples of established standards at this operation? Allow students who interviewed hotel operation managers to gather and compare the similarities and differences of their interview results. Allow students who interviewed food and beverage operation managers to gather and compare the similarities and differences of their interview results. Have an elected spokesperson from each group report findings to the class. Collect individual interview results from each student.

TS13:18 Have each student develop a list of five standards that would be expected of a person hired to care for the student's own private bedroom over a period of one week. After developing the lists, instruct students to predict one incident for each standard that would call for an alteration or change of that predetermined standard. Have students share lists, changes, and reasons for changes with the class. Lead a class discussion about the need for flexibility of established standards in the hospitality industry. KEY QUESTIONS: In what ways could customer complaints challenge pre-established standards? What are examples of customer complaints that would challenge standards in the hospitality industry? What are examples of changes in technology that would cause the development of new standards?[C]

TS13:19 Invite a manager/owner of a hotel operation and a manager/owner of a food and beverage operation to speak to the class about changes in technology that have affected policy and standards in their operations. Guide students in preparing questions prior to the speakers' arrivals. Sample questions include the following: What is the difference between a policy and a standard? Which technological advancements have had the greatest impact on hotel operations over the last few years? In what ways have these advancements added to or deleted from established standards? Which technological advancements have had the greatest impact on food and beverage operations over the last few years? In what ways have these advancements added to or deleted from established standards? Are added amenities sometimes the result of expanded standards? Have each student write a report summarizing the information gained from both speakers. Written papers should conclude with the difference between reasons for changing standards in a hotel operation and reasons for changing standards in a food and beverage operation. Collect written material.[B][C]

TS13:20 Display a transparency of Teaching Aid 59, Standards For Hospitality Operations. Based on the information provided from the Teaching Aid, have students give examples of quantity standards, quality standards, and cost standards in other hospitality positions such as the following:

- cashier service
- housekeeping service
- maintenance service
- room service
- shuttle service
- waitservice

Allow students to share answers with the class. Lead a class discussion on the three standards of well-organized hospitality services. KEY QUESTIONS: What is the importance of establishing quantity standards in hospitality services? What is the purpose of establishing quality standards in hospitality services? What is the purpose of establishing cost standards in hospitality services?[C]

14

Front Office Procedures of Hotel Operations

ESSENTIAL ELEMENT

- Identify front office procedures.(v4A)

OBJECTIVES TO ACHIEVE

- Review the responsibilities of front office employees.
- Summarize qualities of successful front office employees.

RESPONSIBILITIES OF FRONT OFFICE EMPLOYEES

TS14:1* Lead a class discussion about the impact that front office employees have on guests of hotel operations. KEY QUESTIONS: Why are front office employees often responsible for first impressions guests receive about a hotel operation? When would the following duties of a front desk employee be needed:

- clerical
- human relations
- sales

What knowledge and skills should front desk employees possess in order to fulfill front desk duties to the best of their abilities?[C]

TS14:2 Divide the class into small groups and instruct each group to design a poster size collage that shows (through words and picture clippings from magazines) the different responsibilities of front office employees. (Have students refer to the list of responsibilities cited on page 149 in the Reference Book.) Ask a student volunteer from each group to present and interpret collages to the class. Display posters in the classroom or class display case.

TS14:3 Take the class on a prearranged learning tour of a hotel operation to observe and find out firsthand the duties of front desk employees in a hotel facility. Guide students in preparing questions for the manager or front desk employees prior to the tour. Sample questions include the following: What information must be obtained prior to beginning the front office shift? Why is that information significant? What is the first task performed as the shift begins? What is the most challenging aspect of front office responsibilities? What is the most enjoyable aspect of front desk work? Which tasks are front desk employees responsible for each day and how are these tasks performed? Have each student write a report summarizing the information learned about duties of front office hotel facilities. Ask students to include thoughts on how duties might be different at smaller hotel establishments and how duties might be different at larger hotel establishments. Allow student volunteers to share papers with the class. Collect all assignments.[B][C]

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* TS 14:1 indicates teaching strategy, chapter 14, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS14:4 Duplicate, distribute, and have each student complete Teaching Aid 60, Purposes of Front Office Duties. Correct the matching assignment in class. Lead a class discussion about what might occur as a result of neglecting each duty listed on the Teaching Aid. Collect papers. KEY QUESTION: How can neglect of any of the duties listed affect guest satisfaction?

Making Reservations

TS14:5 (Obtain and make a transparency of a sample hotel room chart for this Teaching Strategy.) Invite student volunteers to speculate what a room chart might look like by guess-sketching ideas on the chalkboard or overhead projector. Compare students' sketched versions of room charts with authentic hotel facility room charts. Lead a class discussion on procedures for reserving rooms at hotel facilities. KEY QUESTIONS: What minimum information is needed by hotel operations in order for a guest to secure a room reservation? What is a room chart? What is listed on a room chart? Why are room charts necessary in order to reserve a room for a guest? Where in the front office can room charts be commonly found?[C]

TS14:6 Write the phrase *Guaranteed No-show* on the chalkboard or overhead projector. Ask each student to write an explanation of that phrase on a piece of paper and answer the following questions:

- How can guests guarantee reservations?
- What are the consequences to guests of guaranteed no-shows?
- What are the two types of reservations?
- What is the difference between the two types of reservations?

Allow student volunteers to write answers on the chalkboard or overhead projector. Discuss answers and collect papers.[B]

TS14:7 Ask each student to choose a partner to work with to demonstrate a typical conversation between the front desk clerk of a hotel and a guest who wants to register at that hotel. (Assume that the guest has not made prior registration arrangements and that there is room available for the guest to stay at the hotel.) Students should take turns role-playing both the guest and the front desk clerk. Each demonstration should illustrate duties in the following order:

- greeting
- checking the room chart
- completion of a registration card
- assignment of a room and room key or card
- directions to the guest room

- answering guest inquiries about the local area
- answering guest inquiries (information about and directions to specific places)

Allow class members to vote on the friendliest, most courteous, and professional front desk clerk. KEY QUESTION: Which parts of the winning demonstration were most impressive?[C]

TS14:8 Prepare index cards in advance. Write down one local business or local site on each card. Pass out cards randomly to students and have each student describe to the class directions on how to reach the destination written on the card from the front door of the school building. Challenge students to take turns practicing giving accurate directions to the business or site as a front desk clerk might describe to a guest who is unfamiliar with the local area.[C]

Checking in Guests

TS14:9 Lead students to brainstorm information that the desk clerk in a hotel operation is required to obtain from guests at check-in time. Have a student volunteer write answers on the chalkboard or overhead projector. Information includes anything related to accommodation needs, occupant number, number of lodging nights, information requested on the registration card, and method of payment. Lead a class discussion on why certain information is needed in order to check-in a person as a guest at a hotel operation. KEY QUESTIONS: What information is asked for on a registration card? Why is knowledge about place of employment required? Why is knowledge about method of payment needed? What difference does it make how a guest pays?[C]

TS14:10 Invite the representative of a company that sells machines that connect to telephone lines and computers to determine the status of credit card accounts. Ask the speaker to bring at least one sample machine to demonstrate to the class. Guide students in preparing questions prior to the arrival of the speaker. Sample questions include the following: How does the machine "read" information from the credit card? What is an approval number? How is an approval number assigned? How often is information about a person's credit updated? For what reasons would a credit card be denied an approval number? Which businesses generally use these credit card machines? What is the price of a credit card machine? Are these machines growing in popularity? Instruct each student to write a paper summarizing the advantages of credit card machine usage in hotel operations.[C]

TS14:11 Ask two volunteer students to role play a check-in situation. Instruct class members to evaluate the role play, identify errors, and suggest ways to improve the demonstration. Ask the two original volunteer students to incorporate suggestions in a repeat performance. Lead a class discussion about handling difficult guests. KEY QUESTIONS: How would you handle a guest with a confirmed reservation that cannot be verified, and the hotel operation is completely booked? How should front office personnel handle angry guests?[C]

TS14:12 Divide the class into pairs of students to conduct a survey. Provide the name of a different local hotel operation to each pair of students. Instruct each team to contact the assigned hotel operation to find out the following information:

- common problems occurring during heavy check-in and check-out times
- number of additional personnel required to assist during heaviest check-in and check-out times
- time of the day most guests check-in
- time of the day most guests check-out

Write findings from each team on the chalkboard or overhead projector. Ask each team to prepare a report that summarizes all information displayed. Reports should form generalized conclusions about busy hours for front office employees and how these busy hours impact the hospitality operation.[C]

Providing Wake-up Calls

TS14:13 Display a transparency of Teaching Aid 61, Processing Wake-up Calls. Lead a class discussion about the procedures that front office employees should follow in order to assure that wake-up calls reach the proper destination on time. KEY QUESTIONS: What are the six steps involved in processing a wake-up call? What should an employee do in the event that the guest does not respond to the call? What should an employee do if after three wake-up call tries, a busy signal continues on the guest's telephone line? What is the importance of obtaining a response from the guest prior to making note that the guest was contacted? What is the purpose of mentioning the guest by name when making a wake-up call? CRITICAL QUESTIONS: What consequences might guests face if wake-up calls are not processed correctly by front office employees? What consequences might hotel operations face if wake-up calls are not processed correctly according to guests' requests?[C]

TS14:14 Lead a class discussion about the difference between computerized wake-up calls and personal wake-up calls. KEY QUESTIONS: What must front office personnel do to prepare a computerized wake-up call? Which of the six steps in Teaching Aid 61, Processing Wake-up Calls, is not followed when using a computerized wake-up system? What signals computers as well as front office employees of the correct time to make a wake-up call? What objections might guests have about receiving a computerized wake-up call?

TS14:15 Prepare for this Teaching Strategy by gathering props such as two telephones, a clipboard with paper, writing utensils, and a timer. Display a transparency of Teaching Aid 61, Processing Wake-up Calls, and allow students to role play the six steps listed. Have student volunteers demonstrate each step using the available props. Encourage the class audience to offer positive feedback and provide suggestions that would improve the professionalism and effectiveness of the role play characters. Ask student volunteers to role play giving and receiving wake-up calls.[C]

Performing Bookkeeping Duties

TS14:16 Invite the manager of a hotel operation to speak to the class about everyday bookkeeping duties of front desk personnel. Ask the speaker to bring samples of items pertinent to the topic such as credit card vouchers and guest bills to show students. Guide students in preparing questions prior to the speaker's arrival. Sample questions include the following: Why must front desk employees make sure all charges, cash transactions, and cash deposits balance with the bookkeeping totals prior to the beginning of a new shift? If everything is in proper order, how long should this task take to complete? How are each of the following handled by front office employees:

- cash
- checks
- credit card vouchers
- guests' bills
- travelers' checks

What bookkeeping duties are the responsibilities of front office employees? What are some difficulties related to bookkeeping duties? Have each student write a paper on the bookkeeping responsibilities and difficulties of front office employees. Allow students to share papers with the class. Collect assignments.[B][C]

TS14:17 Obtain a cash drawer, play money, play checks, credit card invoices, deposit slips, and report forms. Demonstrate proper procedures used for closing a front desk shift. Include the following steps in the listed order:

- Remove the original amount of change that was in the cash drawer at the beginning of the shift, and place in a safe place.
- Separate checks, credit card invoices, and cash.
- Stamp checks.
- Total cash and total checks.
- List cash and checks on a deposit slip.
- Make sure totals from the folios paid balance with receipts.
- Turn credit card invoices, deposit slips, and net receipts in to accounting personnel.
- Fill in report for any cash deviancies.

Allow students to take turns closing a front desk shift by following the steps listed above.

TS14:18 Write the words *Overages* and *Shortages* on the chalkboard or overhead projector. Ask students to define these two terms which refer to cash deviancies. Lead a class discussion about overages and shortages. KEY QUESTIONS: What are reasons that overages occur? What are reasons that shortages occur? What should front desk employees do when shortages or overages are discovered?

Checking Out Guests

TS14:19 Invite a front office supervisor of a hotel operation to speak to the class about check-out procedures. Ask the speaker to bring samples of forms used to check-out guests. Guide students in preparing questions prior to the speaker's arrival. Sample questions include the following: What are the main responsibilities of the front desk employee during a guest's check-out time? What charges can be found on a guest folio? What is time-stamping? What procedures should be followed for guests who want to check-out one day earlier than scheduled? What forms are necessary in order to check a guest out of a hotel? How long should records be kept? Why? What are common communication difficulties that might occur at check-out time between the guest and the front desk employee? Ask each student to write a list of helpful skills for employees that handle the check-out of hotel guests. Skills listed on paper should be based on the information presented by the guest speaker. Collect papers.[C]

TS14:20 Divide the class into small groups. Have each group think of and write down a negative scenario that could possibly occur at the time guests check-out of a lodging operation. Collect written material from each group. Redistribute the written descriptions of negative scenarios making sure that each group is not given their own example. Ask each group to develop a skit that is based on handling the negative scenario described. Ask groups to present skits to the class. Encourage student audience to offer feedback on each skit.[C]

TS14:21 (Refer students to pages 152-153 of the Reference Book as a resource for this Teaching Strategy.) Have each student create a list of the steps involved during a guest's check-out time from a hotel operation. Have a student volunteer write the steps on the chalkboard or overhead projector. Lead a class discussion about the reasons for each step listed. Collect all assignments. KEY QUESTIONS: What is the purpose of filing and storing registration cards? Of what use is the information on registration cards to credit card companies? CRITICAL QUESTION: What are the main differences between a computer check-out system and a non-computer check-out system?[C]

Resolving Complaints

TS14:22 Duplicate and distribute Teaching Aid 62, Complaint Resolution. Ask each student to read the case and write appropriate examples related to the case study after each of the eight steps involving complaint resolutions. Have student volunteers share their answers with the class. Lead a class discussion about the purpose of each step in complaint resolution. KEY QUESTIONS: Why are complaints recorded in a front desk log? Why should employees inform owners and managers of a complaint prior to introducing them to the guest with the complaint? What is the purpose of thanking the guest for expressing the complaint?[C]

TS14:23 Ask students to think about a time when they or someone they knew presented a complaint to the front desk personnel of a hotel operation. Lead a class discussion about how complaints are handled and how the handling of complaints affects guests. KEY QUESTIONS: What was the complaint? What was the attitude of the person receiving the complaint? Did that attitude change any impression that you or the person with the complaint had of that hotel operation? How? Why? Were you or the person with the complaint satisfied with the way that the hotel resolved the complaint? What were the positive aspects of the experience? What were the negative aspects of the experience?[C]

QUALITIES OF SUCCESSFUL FRONT OFFICE EMPLOYEES

TS14:24 Obtain the videotape *Ten Minute Trainer: Front Office* from the Educational Institute of the American Hotel & Motel Association. (See reference list item number two for further information.) After students have viewed the tape, lead a class discussion about the qualities demonstrated by front office personnel in all seven vignettes common to front office situations. KEY QUESTIONS: What are qualities needed by successful front office personnel? Which of these qualities are used during check-in? Which of these qualities are used in handling difficult situations? What are the signs of quality service that can be observed within the first five minutes of contact?[C]

TS14:25 Lead students to brainstorm general character traits of successful front office employees. Have a student volunteer write answers on the chalkboard or overhead projector as they are mentioned. Ask each student to list the one trait per line on a piece of paper. Beside each positive trait, write the matching negative trait. Instruct each student to choose the three negative traits that affect personal attitudes toward quality and professionalism of services. Ask students to share and justify answers with the class. Compare the different views of class members and explain reasons for individual viewpoints. Request that papers be submitted.

TS14:26 Ask each student to design and write on paper (81/2 X "11") an employment advertisement for the front office position of a reputable hotel operation. Tell students to make the employment advertisement attractive, professional looking, and eye-catching. Information on the flyer should include the following:

- benefits
- contact person
- job title
- job description
- name of hotel operation
- personal characteristics
- skills needed
- telephone number

Have each student share flyers with the class. Display in the classroom or class display case.

15

Departmental Functions in Hotel Operations

ESSENTIAL ELEMENT

- Explain typical departments and functions.(v4B)

OBJECTIVES TO ACHIEVE

- Describe the rooms division, its function, and responsibilities of its staff members.
- Review the engineering division, its functions, and duties of its staff members.
- Discuss the marketing division, its functions, and duties of its staff members.
- Explain the food and beverage division, its functions, and duties of its staff members.
- Describe the accounting division, its functions, and responsibilities of its staff members.
- Discuss the personnel division, its functions, and duties of its staff members.

ROOMS DIVISION

TS15:1* Display a transparency of Teaching Aid 63, Two Classifications of Hotel Departments. Lead a class discussion about the difference between revenue centers and support centers as explained on the Teaching Aid. Identify the following services under the rooms division that would be classified as support centers:

- front office
- housekeeping
- security
- service

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* TS 15:1 indicates teaching strategy, chapter 15, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

KEY QUESTIONS: What do revenue centers provide for hospitality operations that are not provided for by support centers? What do revenue support centers provide for hospitality operations that are not provided for by support centers? What is the rooms division a good example of—a revenue center or a support center? Why?

TS15:2 Lead a class discussion about rooms divisions in hotel operations. KEY QUESTIONS: Why do rooms divisions consist of the front office department, the service department, the security department, and the housekeeping department? What do these four areas have in common? What allows these four areas to be categorized under the same division?

TS15:3 Lead students to brainstorm examples of rooms divisions cooperating with each of the following other divisions in a hotel operation such as the

- accounting division,
- engineering division,
- food and beverage division,
- marketing division, and
- personnel division.

Write examples on the chalkboard or overhead projector. Lead a class discussion about how each division depends on the work of the other for the overall efficiency and reputation of the hotel operation. KEY QUESTIONS: When would the rooms division need to contact the engineering division? When would the marketing division want to contact the rooms division? For what reasons would the rooms division need to communicate with the accounting division?[C]

Front Office Department

TS15:4 Duplicate, distribute, and have each student follow directions to complete Teaching Aid 64, The Purpose of Front Office Departments. Allow students to share individual answers with the class. Lead a class discussion about the contact opportunities that front office employees have with guests. KEY QUESTIONS: Why are front office employees often responsible for providing the first impression a guest receives about a hotel operation? What employee actions or words promote positive guest impressions? What employee actions or words promote negative guest impression?

TS15:5 Lead a class discussion about the responsibilities of a front office manager. KEY QUESTIONS: What is the front office manager responsible for supervising? What is a weekly estimate? Who receives information about weekly estimates? What is the purpose of weekly estimates? In what ways do front desk supervisors assist front office managers?[C]

TS15:6 Divide the class into six groups. Have each group research one of the following positions in the front office department:

- mail and information clerks
- night auditors
- rack clerks

- reservations managers and clerks
- room clerks
- telephone or PBX operators

Have an elected representative from each group present findings to the class. Visuals may be used in the presentations. Produce one question from each group's prepared presentation to use in a pop quiz. Administer pop quiz following all presentations, allowing twenty points for each correctly answered question . (The sixth question can be used for extra bonus points.) Collect quiz papers in class, and lead a brief class discussion about information from presentations. KEY QUESTIONS: What do front desk clerks have in common with each of the job positions researched by groups? Under what circumstances would a front desk clerk perform duties related to each of these researched positions? What are three other titles for a front desk clerk?[C]

TS15:7 Ask students to work in pairs and arrange to interview an employee of a hotel operation whose main job duties are related to the front office department. Guide students in preparing questions prior to the interviews. Sample questions include the following: What is your job title and job description? What is the first thing that you do at the beginning of your shift? What is the last thing you do before your shift ends? Describe the schedule of a typical on-the-job day. Have each pair of students prepare a written report to present to the class based on information gathered from the interviews. Reports should include a transparency of the work schedule (times and duties) as described by the interviewed employee. Collect all written material following presentations.[B][C]

TS15:8 Have each student take out one sheet of paper and a utensil for writing. Write the term *Bell Staff* on the chalkboard or overhead projector. Instruct class members to write down (within a five minute timed period) all the possible duties and responsibilities of bell staff. Have students share answers with the class. (Services provided by bell staff can be found in the Reference Book on page 160.) KEY QUESTIONS: What two positions are considered bell staff positions? What are the differences in duties between bellhops and bell captains?

Service Department

TS15:9 Divide the class into two teams to debate whether hotels should or should not have service department personnel on staff. One team will support the hiring of service personnel and the other team will discourage the hiring of service personnel. (Service personnel include doorkeepers, baggage porters, transportation clerks, and elevator operators.) Allow teams ten minutes to prepare ideas. Allow both teams (one at a time) to present their positions for five minutes. Take a ten minute break for each team to regroup in order to prepare a rebuttal to the opposing team's comments. Allow both teams (one at a time) to present five minute rebuttals. Lead a class discussion about the advantages and disadvantages of service departments in hotel operations. KEY QUESTIONS: In what types of hotel facilities would service departments be essential for the continuance of guest satisfaction? Why? In what types of hotel facilities would service departments be optional or even unnecessary for the continuance of guest satisfaction? Why? What types of hotel facilities would not consider the development of a service department? Why?

TS15:10 Duplicate and distribute Teaching Aid 65, Impact of Service Departments in Two Types of Hotels. Have each student complete the Teaching Aid by evaluating the effect that service departments would have in both hotels described. Allow students to share answers with the class. Lead a class discussion about the practicalities and impracticalities of service departments for different hotel establishments. KEY QUESTIONS: In which hotels are service departments most advantageous? Under what circumstances would guests expect to receive the services provided by service departments? Why might other guests view these services as luxurious and unnecessary?

TS15:11 Ask each student to list the specific services provided by each of the following personnel at a hotel operation:

- baggage porters and transportation clerks
- doorkeepers
- elevator operators

Write students' answers on the chalkboard or overhead projector. Assign each student the task of writing about a situation that would require the assistance of personnel from the service department. Have student volunteers share papers with the class. Collect assignment.[B]

Security Department

TS15:12 Invite a director of security from a local hotel operation to speak to the class about job duties and responsibilities. Ask speaker to bring samples of forms used in the security department such as accident report forms. Guide students in preparing questions prior to the speaker's arrival. Sample questions include the following: What is the purpose of staff scheduling? What specific duties are assigned to the security staff on a daily basis? weekly basis? What are the responsibilities of most directors of security? What has new technology had to offer in the area of security aids and systems? Are any of these new aids or systems being considered for adoption by hotel operations? Are security departments of hotel operations ever monitored by outside inspectors? If not, who sets standards and regulations regarding activities of security departments? What have been the most challenging aspects of being employed as director of security? What personal experiences can you share? What are some current national concerns about hotel security departments? In what ways are hotel security departments responding to these concerns? Instruct each student to write a paper summarizing the knowledge gained about the security department of a hotel facility. Student volunteers may share papers with the class. Collect written assignment.[B][C]

TS15:13 Divide the class into small groups. Have each group write about two situations that would require the intervention of the security department of a hotel operation. Instruct groups to exchange situations. Have groups then outline steps for a security department to follow in response to each specific situation.

Have groups present situations and responses to the class. Encourage student audience to challenge or suggest alternatives to solutions presented.[C]

TS15:14 View a transparency of Teaching Aid 66, Traveler Safety Tips. Read the tips listed on the Teaching Aid one at a time. Ask class members to comment about the purposes and reasons for each tip. Instruct each student to choose one of the ten tips to incorporate into a written fictional account that illustrates the importance of that tip. Each account should illustrate the neglect or abuse of the safety tip and the resulting damage. Allow student volunteers to present papers to the class. Display papers in classroom or class display case.[B][C]

Housekeeping Department

TS15:15 Duplicate and distribute Teaching Aid 67, Housekeeping Staff. Have each student complete the Teaching Aid according to the directions provided. (Refer students to pages 161-162 of the Reference Book.) Discuss correct answers in class. Collect all completed and corrected Teaching Aids.

TS15:16 Have students work in pairs to write a narrative entitled "A Day in the Life of . . .

- a laundry attendant,"
- an executive housekeeper,"
- an inspector,"
- a public area housekeeper," or
- a room attendant."

Instruct students to include details relating specific responsibilities and duties of persons employed in the specified position. Papers should provide information about duties and responsibilities from the beginning of a shift to the end of that same shift. Have students write accounts in the first person and begin the assignment with the following sentence: "I began preparing for my _____o'clock shift at the hotel employed as a ______." Ask students to read completed narratives to the class. After each narrative is read, have student audience identify the responsibilities and duties mentioned in narratives.[B]

TS15:17 Create five columns on the chalkboard or overhead projector and label each column one of the following housekeeping positions:

- executive housekeeper
- inspector
- laundry attendant
- public area housekeeper
- room attendant

Lead students to brainstorm duty and responsibility expectations for each position. Write responses within columns and below appropriate headings on the chalkboard or overhead projector. Lead a class discussion about expectations of duties and responsibilities. KEY QUESTIONS: What are the main duties and responsibilities of executive housekeepers? of inspectors? of room attendants? of public area housekeepers? of laundry attendants? CRITICAL QUESTIONS: How would compromising one of the duties or responsibilities listed affect guest satisfaction? What examples can you provide about the previous question for each staff position in the housekeeping department?[C]

TS15:18 Duplicate, distribute, and have each student complete Teaching Aid 68, Identifying Staff Members in the Rooms Division. Display a transparency of the Teaching Aid and ask four student volunteers (one volunteer for each department) to show answers on the transparency. Allow students to correct their own papers. Collect corrected papers.

ENGINEERING DIVISION

TS15:19 Ask students to identify the areas of responsibility of an engineering division in a hotel operation. List students' responses on the chalkboard or overhead projector. Answers should include the following:

- carpets and flooring
- cleaning equipment
- electrical systems
- general maintenance and repair
- heating, ventilation, and air conditioning systems
- lighting and fixtures
- plumbing systems
- preventive maintenance
- recreational equipment
- refrigeration systems

Lead a class discussion about the role of the engineering division in hotel operations. KEY QUESTIONS: What is preventive maintenance? What is the purpose of preventive maintenance? What are examples of common small repair needs that frequently develop in hotel environments? What are examples of large repair needs that would arise in hotel environments? CRITICAL QUESTION: Under what circumstances would the engineering division of a hotel operation be expected to seek outside assistance?

Engineering or Maintenance Department

TS15:20 Lead students to brainstorm examples of problems that might occur for each of the responsibility areas listed in the previous Teaching Strategy. Write the problem on the chalkboard or overhead projector. Lead a class discussion speculating how each of these situations might be handled and resolved. KEY QUESTIONS: What would be the duty and responsibility of the engineering and maintenance supervisor faced with this situation? What would be the duty and responsibility of the engineering or maintenance worker?[C]

TS15:21 Have students work in small groups to determine the skills that would be necessary for different tasks related to the engineering or maintenance department of a hotel operation. Ask each group to list ten skills along with an explanation of how the identified skills are used. Have an elected leader from each group share identified skills with the class and justify the usefulness of the skills.[C]

TS15:22 Instruct each student to write a paper titled "The Importance of Skilled Engineering and Maintenance Staffs to the Success of Hotel Operations." Collect completed papers. Evaluate papers and choose the three most informative papers in the classroom. Allow student writers whose papers were chosen to read their papers to the class. Display in the classroom or class display case.[B]

MARKETING DIVISION

TS15:23 Write the words *Marketing Division* on the chalkboard or overhead projector. Ask students to identify the three main goals that all marketing divisions strive to achieve. The goals are listed as follows:

- encourage potential guests to choose the hotel for their lodging and business needs
- shape the hotel to meet its potential guests' needs and tastes
- work to promote the appropriate image of the hotel to potential guests and the community

Lead a class discussion about ways that marketing divisions of hotel operations achieve these goals. KEY QUESTIONS: What can marketing divisions of hotel operations do to create positive public images of their businesses? In what ways do local hotel operations advertise their uniqueness? Through what form of media are these services and images presented? Are marketing strategies sometimes planned as a response to the success of other hotels? CRITICAL QUESTION: How can marketing divisions of hotel operations evaluate the effectiveness of their marketing strategies?[C]

TS15:24 Divide the class into four groups. Assign each group one of the following marketing goals:

- attract conference groups
- create a family oriented image
- increase community use of facilities
- increase positive word-of-mouth promotion

Ask groups to develop marketing plans to reach the intended goals. Groups should prepare a visual display depicting specifics about marketing plans. Have elected group leaders present visuals of marketing plans to the class. Encourage feedback and suggestions from class audience following presentations. Display visuals of marketing plans in the classroom or class display case.[C]

Sales and Catering Department

TS15:25 Invite a representative from the sales and catering department of a hotel operation to speak to the class about responsibilities and duties of sales and catering employees. Ask speaker to bring materials such as forms and job descriptions that would be beneficial for students to examine. Guide students in preparing questions prior to the speaker's arrival. Sample questions include the following: What responsibilities do sales and catering departments handle before, during, and after conventions, conferences, and other organizational meetings? What are the differences in responsibilities between sales depart-

ments and catering departments? What are the responsibilities, duties, and functions of the following personnel employed by hospitality operations:
- director of catering
- director of sales
- sales managers
- salespersons

In what ways do each of the positions mentioned above contribute to the marketing aspects of a hospitality operation? Have each student summarize information received from the speaker in a written report. Collect papers.[C]

TS15:26 Duplicate, distribute, and have each student complete (according to written directions) Teaching Aid 69, Needed: The Sales and Catering Department! Allow student volunteers to share answers with the class or apply the information to complete Teaching Strategy 15:27.

TS15:27 Divide the class into small groups to compare answers from Teaching Aid 69, Needed: The Sales and Catering Department! Have each group develop a skit based on students combined ideas. Skits should be centered on role playing the business meeting between Mr. McPheron and the Marlin Hotel sales and catering department. Each group member should take part in the skit. Covered parts should include Mr. McPheron, (Mrs. McPheron), director of sales, director of catering, and other department heads for consultation about the availability of needed equipment, services, and facilities. Allow class audience to evaluate skits for thoroughness of information exchange between client and personnel of the Marlin Hotel marketing division.[C]

FOOD AND BEVERAGE DIVISION

TS15:28 Lead students to brainstorm benefits that hotel establishments reap from operating their own food and beverage facilities. Have a student volunteer write answers on the chalkboard or overhead projector. Lead a class discussion about benefits received by hotel establishments that own and operate their own food and beverage departments. KEY QUESTIONS: What services do food and beverage departments provide to hotel guests? How can these services impact the financial success of a hotel operation? How can food and beverage facilities affect occupancy levels of a hotel facility? What is the difference between a hotel without food and beverage facilities and a hotel with food and beverage facilities? Would a hotel operation without food and beverage facilities attract fewer guests than a hotel operation with food and beverage facilities? Why? How does the presence of a food and beverage facility connected to a hotel operation affect guest attitudes about the quality of a hotel? CRITICAL QUESTIONS: Do communities benefit in any way when one of their local hotel facilities provides food and beverage services to their guests? In what ways?

Kitchen Staff

TS15:29 Instruct each student to list (in outline format) the responsibilities and duties of the following kitchen staff positions:

- baker
- banquet chef
- dishwasher
- executive chef
- line cook
- pastry chef
- pantry chef
- sous-chef
- steward

Collect completed outlines. Lead a class discussion about the variety of kitchen staff positions. KEY QUESTIONS: What is the difference between the work of a pantry chef and the work of a line cook? Which position no longer exists in most American hotels? Why? What is a prep list? Who is responsible for developing prep lists?

TS15:30 Divide the class into small groups or have students work individually. Have each group (or student) identify skills that are necessary to employees in kitchen staff positions. Assign one of the nine positions listed in the previous Teaching Strategy to each group (or student). Allow an elected group leader from each group (or student volunteers) to present findings to the class. Based on information presented ask students to list positions in order of highest skill level to lowest skill level. Compare students' results.[C]

Banquet Department

TS15:31 Invite the banquet manager of a local hotel to share experiences and knowledge about banquet preparation and follow-through. Guide students in preparing questions prior to the speaker's arrival. Sample questions include the following: How far in advance should banquets be planned? What information must be gathered in order to properly plan a banquet? What is the purpose behind the use of different room arrangements? What influences the choice of room arrangement for banquets? What determines the number of employees needed for the banquet event? What are the job descriptions for banquet wait staff and banquet attendants? What are the characteristics of a successful banquet? How can several banquets be coordinated and managed efficiently when they are occurring at approximately the same time? What errors might occur during the planning or presentation of banquets that would negatively affect the success of the banquet? What personal experiences can be shared on this topic? Ask each student to write a paper describing the elements of a successful banquet event. Collect papers.[C]

TS15:32 Ask each student to think of a problem situation that might occur at a banquet, write a brief description about it on a small piece of paper, and place the paper in a predesignated container. Instruct students to take turns picking a slip of paper out of the container, reading the problem situation to the class, and suggesting a solution. Ask the class audience to comment briefly on how each of the following employees might be required to respond:

- banquet attendant

- banquet manager
- banquet wait staff[C]

Restaurant Staff

TS15:33 Duplicate, distribute, and have each student complete Teaching Aid 70, Who Do You Need? After completing the Teaching Aid, have students exchange papers. Display a transparency of the answers found on Teaching Aid 70-Answer Key. Allow students to correct each others papers. Lead a class discussion about responsibilities of restaurant staff. KEY QUESTIONS: Which of the restaurant staff listed on the Teaching Aid might not be necessary in a small restaurant operation? Which restaurant staff positions could be combined in small restaurant operations?

TS15:34 Instruct each student to write a public advertisement announcing the opening of a full-time position as a restaurant staff employee at the "Seascape Hotel." Advertisements should include the following:

- benefits
- hours
- knowledge needed
- personal characteristics needed
- position title
- responsibilities and duties
- skills needed

Have students prepare the advertisement as an attractive visual display. Display the visuals in the classroom. Have students vote on the most eye-catching, effective advertisement. Ask students to also judge advertisements on the detail of information about the position and the attractive appearance of the visual. Display three winning visuals in the class display case.[C]

Room Service Department

TS15:35 Obtain addresses of hotel operations that offer room service. (The number of addresses collected should be equal to half the number of students in the class. This information can be found at a local visitors bureau or chamber of commerce.) Obtain index cards and write one name and matching address per index card. Distribute one index card to every other student. Instruct students with index cards to choose a partner with which to work. Assign each pair of students the task of writing a letter to the hotel facility requesting a copy of their room service menu. Letters should include the following information in the order presented:

- introduction
- request
- reason or purpose for requested information
- closing thank you
- complete return name and address

Collect letters in order to approve contents prior to mailing. Have students prepare envelopes and mail. When room service menus are received, have students examine them for information such as hours of operation, prices, menu variety, visual attractiveness, and any obvious marketing strategies. Have each pair of students present findings to the class. Display room service menus in the classroom or class display case.[B]

TS15:36 Lead a class discussion about possible reasons for differences in room service menus, hours of operation, prices, methods of delivery, and menu variety. KEY QUESTIONS: Should menus offer popular foods that are unique to that part of the country? Why do some hotels offer twenty-four hour room service and others do not? For what reasons might hotels have large pricing differences? What is a room service captain? What are the duties of the room service wait staff? What is the difference between meals that are served on trays and meals that are served on covered carts? What are express order cards? How, when, and by whom are these cards collected? CRITICAL QUESTION: What are the advantages and disadvantages (for hotel facilities) of offering wide varieties of food and beverage items on room service menus?

Beverage Department

TS15:37 Prepare in advance seven index cards, each bearing one of the following beverage department positions:

- banquet bartender
- bar back
- bartender
- beverage manager
- beverage server
- director of entertainment
- entertainment staff

Ask for a student volunteer to come to the front of the class and pick one of the cards. Instruct the volunteer to write on the chalkboard or overhead projector two duties or responsibilities of the position shown on the card. Allow class audience to guess the position according to the information provided by the volunteer. After class members have identified the position, shuffle the index cards and request that another student volunteer come to the front of the class and pick one of the cards. Repeat this exercise until each student has had one turn. Lead a class discussion about the responsibilities and duties of each beverage department position. KEY QUESTIONS: What is the difference in duties between a bartender and a banquet bartender? What does a bar back do? What are the specific responsibilities of a beverage manager?

TS15:38 Ask each student to plan a New Year's party for fifty people at a hotel operation. Students should plan the party in detail as a hotel beverage manager might. Instruct each student to design an organizational chart to specify duties and responsibilities expected from each of the following personnel:

- banquet bartender
- bar back
- bartender
- beverage servers
- director of entertainment
- entertainment staff

Have beverage managers present plans and organizational charts to the class. Ask student audience to listen to plans, as a hotel manager would, in order to ask the beverage manager further questions about the New Year's party. Hotel managers' questions should be directed to the beverage manager.[C]

ACCOUNTING DIVISION

TS15:39 Ask students to identify functions of the accounting division (as mentioned on page 172 of the Reference Book). Write the functions on the chalkboard or overhead projector. Lead a class discussion to clarify and define these functions. KEY QUESTIONS: What is the difference between accounts payable and accounts receivable? How are government regulations enforced in the accounting divisions of hotels? What are examples of governmental regulations? Who supervises these functions? What is the overall purpose of accounting divisions in hotel operations?[B][C]

Accounting Department

TS15:40 Lead a class discussion about the role of the controller in the accounting department of a hotel operation. KEY QUESTIONS: What financial information does the controller prepare? Controller reports are based on what? What information is included in controllers' reports? For whom is this information provided? Do all hotels employ controllers? Why? Which of the employees in a hotel without a controller would be responsible for preparing these financial reports?

TS15:41 Display a transparency of Teaching Aid 71, Clues to Financial Health. Lead a class discussion on receiving clues about the financial condition of a hotel operation through reports such as those shown on the Teaching Aid. KEY QUESTIONS: How is the financial well-being of a hotel operation revealed in daily business reports? profit and loss statements? balance sheets? In which department are these reports prepared? Who is usually responsible for preparing them? On what are these reports based? To whom are these reports presented? For what other purpose is this information necessary?[C]

TS15:42 Have students write a report comparing and contrasting the duties and responsibilities of the accounts receivable clerk with the duties and responsibilities of the accounts payable clerk. Reports should include one example of an error or problem in either accounts receivable or accounts payable. Have students write these examples on index cards. Collect reports and index cards. Read examples of errors and problems listed on index cards one at a time and discuss the damages that might occur to hotel operations as a result of each particular error or problem. KEY QUESTIONS: What permanent impact might these types of errors or problems have on hotel operations? How might each particular error or problem be rectified?[B]

Credit Department

TS15:43 Ask each student to find out how the credit department of a hotel conducts investigations into businesses that want to establish direct billing accounts. Researched information should include the following:

- How are companies notified if they have not met the requirements to establish a credit line with the hotel operation?
- How is this information verified?
- How many years back should company credit histories be checked?
- Is a company required to give signed or oral permission to the hotel operation prior to credit check investigations?
- What further information is needed about a company prior to credit approval from hotel operations?
- Who can the manager of a hotel operation contact for credit information about the company?

Ask student volunteers to share findings with the class. Compare students' results.[C]

PERSONNEL DIVISION

TS15:44 Duplicate, distribute, and have each student complete Teaching Aid 72, Review of Divisions. Ask a student volunteer to write answers on the chalkboard or overhead projector. Read questions and answers aloud. Have students point out and correct any wrong answers displayed. Allow students to correct and keep their own papers for future reference.

Personnel or Human Resources Department

TS15:45 Invite the personnel director of a hotel facility to speak to the class about responsibilities and duties of the position of personnel director. Ask the speaker to bring samples of blank and completed forms used by employees in the personnel division to show to the class. Guide students in preparing questions prior to the speaker's arrival. Sample questions include the following: Which divisions within hotel facilities does the personnel division associate with most? Why? Do personnel within the department receive training in hotel operations? What skills are necessary in order to be successfully employed in the personnel division of a hotel operation? What is a typical day like in the personnel department of a hospitality facility? What are the duties of the personnel director? Which tasks are delegated to other employees within the department? Do all hotel operations need a personnel division? Why? Who would handle the tasks of a personnel division in a small hotel operation without a personnel department? Instruct each student to write a paper summarizing information received from the guest speaker about personnel departments in hotel operations. Collect papers.[B]

TS15:46 Have students work in pairs to develop short skits. Skits should depict the confrontation of a director of personnel and an employee in a hotel operation about improper behavior or personal appearance. Ask students to assign names to characters and a job position to the employee being confronted. Have the director of personnel identify the company policy or regulation that applies to the employee confrontation. After skits have been presented, allow class audience to evaluate the effectiveness of the personnel director in communicating with the employee. Also note the reaction of the employee toward the personnel director. Lead a class discussion about effective ways for personnel directors to maintain company policies and regulations among employees of hotel operations. KEY QUESTIONS: What are some do's and don'ts that personnel directors can apply to maintain healthy relations with employees? What personal characteristics would be of benefit to a personnel director of a hotel operation?[B][C]

16

Equipment and Supplies for Housekeeping and Laundry Tasks

ESSENTIAL ELEMENT

- Select equipment and supplies appropriate for various housekeeping and laundry tasks.(v4C)

OBJECTIVES TO ACHIEVE

- Explain the purposes and functions of various cleaning equipment used for housekeeping and laundry tasks.
- Summarize the purposes and functions of various cleaning supplies used for housekeeping and laundry tasks.
- Determine the purposes and uses of supply carts and carriers used for housekeeping and laundry tasks.

CLEANING EQUIPMENT

TS16:1* Arrange for students to receive a supervised tour of the housekeeping department of a hotel operation. Ask the tour person to show and demonstrate (if possible) equipment that is regularly utilized by the housekeeping department. Guide students in preparing questions prior to the tour. Sample questions include the following: What is the name and purpose of each piece of equipment shown? How often is housekeeping equipment replaced? Which department is responsible for the maintenance and cleaning of housekeeping equipment? Which employee is responsible for keeping the equipment storeroom well-stocked? Which housekeeping department employees utilize the larger pieces of equipment most frequently? Which employees use some of this equipment occasionally? How would a person in the housekeeping department know when to use a vacuum cleaner, a carpet sweeper, or a broom? What type of training is offered to new employees in the housekeeping department? Ask each student to list and describe at least five pieces of hotel housekeeping equipment previously shown on the tour and identify each one with the following information:

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* TS 16:1 indicates teaching strategy, chapter 16, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

- frequency of use
- name
- purpose

TS16:2 Lead students to brainstorm common types of equipment used for housekeeping. Ask a student volunteer to write the names of household cleaning equipment on the chalkboard or overhead projector. Have students identify which of these pieces of equipment would most likely be used by the housekeeping staff of a hotel operation. Share answers with the class. KEY QUESTIONS: Which of the equipment mentioned might not be useful to the housekeeping staff of a hotel operation? Why?

Room Attendants' Equipment

TS16:3 Bring to class one of each of the following pieces of equipment used by room attendants (ask students to help collect these items):

- broom
- bucket
- carpet sweeper
- cleaning cloth
- floor machine
- duster
- dust pan
- mop
- rubber gloves
- scrub brush
- sponge
- toilet brush
- vacuum cleaner
- window cleaning equipment
- wringer

Prepare index cards in advance by writing the name of one piece of cleaning equipment mentioned above on each index card. Place all equipment in front of the class and in full view. Call the name of one student to go to the front of the class and ask that student to pick an index card, and read what is written on the index card. Instruct student to identify the piece of equipment, and if possible, pick up the piece of equipment to show the class audience. Ask student to then explain to the class how it is used, when it is used, and what it is used for. Repeat this process until each student has had a turn. Allow class audience to comment or provide additional information about pieces of equipment presented.

TS16:4 Ask a school custodian to give a classroom demonstration of at least one floor machine that is used at the school facility. Guide students in preparing questions prior to the demonstration. Sample questions include the following: What are the advantages and disadvantages of this piece of equipment? What precautions must be taken when using this floor machine? What type of maintenance is required to keep this floor machine in good working condition? Have each student write a step-by-step instructional guide for using the machine as demonstrated by the school custodian. Allow student volunteers to share guides with the class. Collect guides. KEY QUESTION: How and for what purposes would this machine be utilized by the housekeeping departments of hotel operations?[C]

TS16:5 Assign each student the task of researching the care or maintenance needs of one piece of cleaning equipment frequently used by room attendants. (Refer students to the equipment list on page 178 of the Reference Book.) Allow student volunteers to present care or maintenance instructions to the class without revealing the name of the equipment being referenced. Have class audience identify the piece of equipment by the care or maintenance instructions presented.

TS16:6 Lead a class discussion about cleaning equipment commonly used by room attendants. KEY QUESTIONS: What would be the purposes for using different sizes or colors of sponges? What is the purpose of scrub brushes? What are some practical uses for vacuum cleaner attachments? Why should dustpans be stored in a hanging position? What is the purpose of color coded mops? CRITICAL QUESTION: Under what circumstances can trigger spray bottles be considered dangerous?

Laundry Attendants' Equipment

TS16:7 Duplicate, distribute, and have each student complete Teaching Aids 73a-b, Room Attendant's Versus Laundry Attendant's Equipment. Allow a student volunteer to write correct answers on the chalkboard or overhead projector. Lead a class discussion on how some of the listed equipment may at times be utilized by both room and laundry attendants. KEY QUESTIONS: For what purposes might a laundry room attendant require the use of rubber gloves? For what purposes might a room attendant require the use of a floor squeegee?[C]

TS16:8 Divide the class into small groups. Have each group develop a skit involving a situation in which a room attendant needs to borrow a piece of equipment belonging to a laundry attendant (or vice versa). Allow students to present skits to the class. Ask the class audience to evaluate each skit for originality, believability, and resolution of problem situation.[C]

TS16:9 Lead a class discussion on the equipment used by laundry attendants. KEY QUESTIONS: Why should laundry attendants leave the lids of commercial washing machines open when they are not in use? What should be removed from sewing machines frequently to prevent buildup and rust? Why are mechanical irons necessary in hotel operations? What is the purpose of a spring-bottom laundry cart?

CLEANING SUPPLIES

TS16:10 Display transparencies of Teaching Aid 74a-b, Occupational Safety and Health Administration: Information and Training. Lead a class discussion about chemicals in the workplace and employee information/training related to these chemicals. KEY QUESTIONS: What are some possible hazards of chemical exposure in the workplace? What is the *Hazard Communication Rule* issued by OSHA? What is the purpose of the Hazard Communication Rule? What is the employee information plan designed by OSHA? What is the employee training plan established by OSHA?[B][C]

TS16:11 (Have students use Teaching Aid 74a-b, Occupational Safety and Health Administration: Information and Training, as a reference tool in order to complete this Teaching Strategy.) Ask each student to develop an information/training session for employees about a new chemical product that will be used to clean bathroom tile in guest rooms. (Instruct students to follow the guidelines on the Teaching Aid for employee information and training.) Each student should think of a fictitious name for the product being introduced, know the hazards of the product, and be aware of safety measures for using the product. Have each student present their "employee information and training session" (about the new chemical product) to the class.[B][C]

Cleaning Agents

TS16:12 Have pairs of students select one of the following groups of products on which to report:

- acid cleaners
- alkali cleaners
- deodorants
- detergents
- disinfectants
- floor polishes
- floor seals
- furniture polish
- laundry aids
- metal polishes
- polishes
- shampoos
- soaps
- solvent cleaners

Instruct pairs of students to create a visual display on posterboard that includes pictures from magazines or publications to illustrate the selected product. Have each team research basic information about that group of products on topics such as safety precautions and directions for use. Include general information about that group of products. (Refer students to information found on pages 183-184 of the Reference Book.) Have student pairs present visual displays to the class. Display in the classroom or class display case.[B][C]

TS16:13 Divide the class into two teams. Assign each team seven different products used by housekeeping employees as listed in the previous Teaching Strategy. Ask teams to develop three questions related to each product. Give three blank index cards to each group. Have an elected student in each group write one question on each index card, placing the answer to that question on the opposite side of the card. Each team should contribute twenty-one completed index cards for use in a team competition. Instruct teams to stand in lines at opposite sides of the classroom. Have a designated leader from each team direct their teams' questions to the members of the opposing team. Have each team take turns asking questions and answering questions. If the first person in line is not able to give a correct answer, the next person in line may try to answer. If the answer is correct, that team is presented with the index card, if not the team posing the question keeps the card in their possession. When all questions have been asked, teams can count the number of index cards in their possession. The team with the most index cards wins the competition.

TS16:14 Invite the representative of a commercial cleaning products sales company to speak to the class about new developments in cleaning agents. Ask the speaker to demonstrate the effectiveness and proper usage of some of these new products as well as other of the most popular cleaning agents. Guide students in preparing questions prior to the speaker's arrival. Sample questions include the following: Which cleaning agent is recommended to help remove each of the following:

- dirt
- dust
- grease
- stains
- tarnish

What do the newer products have to offer that the older products do not? Which cleaning agents must be handled cautiously? Do recommended dilution ratios of a cleaning agent change according to different cleaning tasks? How can the use of hard water to dilute cleaning products affect the cleaning ability of that agent? Ask each student to write a summary of the information about cleaning agents provided by the speaker.[B][C]

TS16:15 Lead a class discussion about the purposes of different cleaning agents that are used in hotel operations. KEY QUESTIONS: Which cleaning agents are recommended for each of the following tasks:

- creating a shine on porous flooring
- disinfecting and brightening linens
- dry-cleaning fabrics
- eliminating bad odors
- enriching porous surfaces on furniture
- forming a protective layer on the surfaces of metal, wood, and floors
- general cleaning
- preventing tarnish formation
- protecting floors from liquid, grease, stains, bacteria, and dirt
- reducing the presence of viruses and bacteria
- removing acid-based stains

- removing soil and grease
- removing soil from rugs

CRITICAL QUESTIONS: Which of the cleaning agents would be used mostly by room attendants? Which of the cleaning agents would be used mostly by laundry attendants?[B]

SUPPLY CARTS AND CARRIERS

TS16:16 Duplicate, distribute, and have each student complete Teaching Aid 75, Furnishing Supply Carts. Make a transparency of the Teaching Aid and display it to the class. Ask a student volunteer to label the cart with the needed equipment. Check and correct information on the transparency and allow students to correct their own papers. Instruct each student to write a paper to justify each piece of equipment found on Joyce's supply cart.[C]

TS16:17 Lead students to brainstorm advantages and disadvantages of supply carts. Have a student volunteer draw two columns on the chalkboard or overhead projector—one column labeled "Advantages" and the other column labeled "Disadvantages." Instruct a student volunteer to list answers within the appropriate columns. Examples of advantages include the following: saves time, serves as marker to guests looking for a room attendant, and accommodates a large amount of supplies. Examples of disadvantages include the following: bumps into walls causing dents in walls or chips in the paint, produces skid marks on floors, may carry unpleasant odors, are often heavy, and require storage room. Lead a class discussion on the topic of the use of supply carts in hotel operations. KEY QUESTIONS: What can be done to correct the disadvantages listed? Why should carts be cleaned with disinfectant detergent solutions? Why are hand-held baskets placed on cleaning carts?

17

Housekeeping and Laundry Tasks in Hotel Operations

ESSENTIAL ELEMENT

- Outline required methods and sequences to be used for performing housekeeping and laundry tasks.(v4D)

OBJECTIVES TO ACHIEVE

- Describe preliminary cleaning tasks used in hotel housekeeping operations.
- Outline general cleaning tasks used in hotel housekeeping operations.
- Identify laundry procedures used in hotel housekeeping operations.

HOUSEKEEPING — PRELIMINARY CLEANING TASKS

TS17:1* Display a transparency of Teaching Aid 76, Why Clean. Lead a class discussion about the importance of cleaning furnishings, fixtures, and equipment. KEY QUESTIONS: What six substances can accumulate and cause damage to furnishings, fixtures, and equipment that are not cleaned? What damages might occur to furnishings, fixtures, or equipment that are not cleaned on a regular basis? CRITICAL QUESTION: How will each of the following cause damage to furnishings, fixtures, or equipment:

- bacteria
- corrosive minerals
- dirt
- dust
- fungi
- viruses[C]

TS17:2 Divide the class into six groups. Assign each group one of the following questions to research and investigate:

- How can bacteria affect furnishings, fixtures, and equipment?
- How can corrosive minerals affect furnishings, fixtures, and equipment?

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* TS 17:1 indicates teaching strategy, chapter 17, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

- How can dirt affect furnishings, fixtures, and equipment?
- How can dust affect furnishings, fixtures, and equipment?
- How can fungi affect furnishings, fixtures, and equipment?
- How can viruses affect furnishings, fixtures, and equipment?

Have each group share their findings with the class.[B]

TS17:3 Ask each student to write about one of the following topics:

- decreased operating abilities of unclean furnishings, fixtures, or equipment in lodging facilities
- increased risks on persons' lives from unclean furnishings, fixtures, or equipment in lodging facilities
- ruined appearance of unclean furnishings, fixtures, or equipment in lodging facilities
- shortened life of unclean furnishings, fixtures, or equipment in lodging facilities

Instruct students to provide one specific example of a furnishing, fixture, or piece of equipment in order to illustrate their chosen topics. Have student volunteers share papers with the class. Collect assignment.[B][C]

TS17:4 Duplicate, distribute, and have each student complete Teaching Aid 77, Room Status. (Refer students to page 190 of the Reference Book.) Allow students to share their answers with the class. Lead a class discussion related to the information on the Teaching Aid. Collect assignment. KEY QUESTIONS: What is the purpose of knowing the current status of each hotel room? Why must room attendants have access to this information at the beginning of their shifts? Rooms identified under which status should be cleaned first? Rooms identified under which status should be cleaned next? CRITICAL QUESTIONS: Why should room attendants notify the executive housekeeper if a stayover room appears to be vacant? What might this indicate?[C]

TS17:5 Lead a class discussion on the importance of following established job procedures. Begin the discussion by asking students to explain the purposes behind each of the following actions:

- blocking guest room with cart while cleaning inside the room.
- checking and adjusting times (including AM and PM settings) displayed on clocks in guest room
- cleaning and restocking cleaning carts
- keeping furnishings, fixtures, and equipment clean
- informing executive housekeeper about stayover rooms that appear vacant
- opening drapes and windows in guest room
- public area housekeepers checking the hotel function sheet
- pushing the cleaning cart a short distance after it is loaded
- room attendants checking current room status prior to beginning work
- rotating linen supply daily
- turning on all lights in guest room prior to cleaning[C]

HOUSEKEEPING — GENERAL TASKS

TS17:6 Instruct each student to develop and write down a step-by-step procedure for room attendants to follow for cleaning the guest room of a lodging operation. Have each student label and list approximately twenty to twenty-five steps detailing procedures for cleaning the guest room. (After assignments are completed, refer students to pages 191-192 of the Reference Book. Have students compare their lists with the list given in the Reference Book.) Lead a class discussion about tasks that room attendants are required to perform. KEY QUESTIONS: What steps did students have on their lists that did not appear in the Reference Book list? (One example could be checking and adjusting the time [including A.M. and P.M. settings] of clocks in guest's room.) In what ways do these additional steps described on students' lists benefit the room attendant, hotel operation, or guest? What steps were left out of students' lists as compared to the list in the Reference Book? Which steps were most frequently left out of students' lists? Why?[B][C]

TS17:7 Lead students to brainstorm special cleaning projects that executive housekeepers might occasionally assign housekeeping employees of lodging operations. Have a student volunteer write answers on the chalkboard or overhead projector. Examples of special cleaning projects include projects such as removing cobwebs from ceilings and walls, cleaning lampshades and light fixtures, cleaning walls, and removing draperies for cleaning. CRITICAL QUESTIONS: How can executive housekeepers rearrange employee work schedules to allow for special cleaning projects? What other options might be open to an executive housekeeper in scheduling special cleaning projects?[C]

TS17:8 Duplicate, distribute, and have each student complete Teaching Aid 78, General Duties of a Room Attendant.

Removing Trash

TS17:9 Lead a class discussion about reasons for establishing methods to remove trash from a guest room. KEY QUESTIONS: What is the recommended procedure that room attendants should follow for removing trash from guest rooms? Where should ash trays be emptied? What is the main danger of emptying ashtrays into trash cans? What risk is involved in emptying ashtrays into toilets? When should ashtrays be thrown away and replaced? What are suggested procedures for cleaning ashtrays? CRITICAL QUESTIONS: What items found in a guest room might be mistaken for trash? How should room attendants handle items in a guest room that may or may not be trash?[C]

Making Beds

TS17:10 Bring to class a portable bed with two sets of bedding materials similar to those used in hotel operations. The bed should already be made up. Ask a student volunteer to demonstrate removing bedding materials and replacing the soiled materials with clean materials. Ask remaining class members to identify each step taken in the bedmaking technique demonstrated by the student volunteer.

Allow students to share results with the class. Lead a class discussion on students' answers. KEY QUESTIONS: How much time did it take to complete the task? What are the average number of steps necessary to complete this task? Did students observe any wasted motions? How can the bedmaking procedure be simplified?[C]

TS17:11 Examine, with students, the guidelines on bedmaking listed on pages 193-194 of the Reference Book. Lead a class discussion about proper bedmaking techniques. (If possible, allow students to take turns repeating Teaching Strategy 17:10 to practice proper procedures.) KEY QUESTIONS: Where should pillows be placed after removing soiled pillow cases? What should be done with stained linens? For what reasons might a room attendant contact the laundry department? What is the purpose of removing soiled linens early on in the room cleaning process even though the replacement of soiled linens is a final task? Why should room attendants not hold pillows under their chins while replacing pillow cases? CRITICAL QUESTIONS: Under what circumstances should room attendants avoid making the bed in a guest's room? How should these situations be handled?[C]

TS17:12 Have each student write a paper comparing the average person's bedmaking techniques with a trained room attendant's bedmaking techniques. Collect papers. KEY QUESTIONS: Which hotel bedmaking techniques will most likely not be practiced at home by most individuals? Why?[B]

Cleaning Bathrooms, Vanity Areas, and Public Restrooms

TS17:13 Have pairs of students work together to develop a training session on the topic of cleaning bathrooms, vanity areas, and public restrooms in hotel operations. Students may contact the manager of a hospitality operation to obtain information about cleaning procedures as well as names of cleaning agents used for cleaning specific areas of hospitality facilities. Allow students to present training sessions to the class. KEY QUESTIONS: How were students' training sessions similar? What made one training session more effective than another?[C]

TS17:14 Lead students to brainstorm amenities found in the bathroom/vanity vicinity of hotel facility guest rooms. Have a student volunteer write answers on the chalkboard or overhead projector. Lead a discussion about replenishing amenities in a guest room. KEY QUESTIONS: Which amenities can be categorized as necessary to guests? Which amenities can be categorized as luxuries to guests? Should all amenities be replaced? How should room attendants handle amenities in stayover rooms?[C]

TS17:15 Divide the class into five groups. Have each group focus on one of the following areas found in hotel operations:

- bathtubs and showers
- floors
- public restrooms
- toilets
- vanities

Duplicate, distribute, and have each group complete Teaching Aid 79, Cleaning Procedures for Specific Areas in Hotel Facilities. (Refer students to pages 195-198 of the Reference Book for information about their assigned areas.) Have each group present information from the Teaching Aid to the class. Collect group assignments.

TS17:16 Ask the five original groups from the previous Teaching Strategy to develop five specific questions concerning the cleaning of their designated areas based upon information gathered on Teaching Aid 79, Cleaning Procedures for Specific Areas in Hotel Facilities. Have a group representative from each group direct the questions to the class. Students from remaining groups may answer questions to gain points for their own group. (Allow one point per group for each question answered correctly by that group.) The group with the most points at the end of the competition is the winning group.[C]

Dusting

TS17:17 Have students work in pairs to investigate two different dusting products available to consumers for the care of wood furniture. The following information about each product should be compared:

- claims on label
- contents
- name of product
- ounce size
- price per ounce
- total price

Ask teams to share results of their findings with the class and determine which of the two products is the most economical and which of the two products will most likely produce superior results. Provide justifications for conclusions. CRITICAL QUESTION: Under what circumstances might persons want to purchase a superior product that is priced significantly higher than another similar dusting product?[B]

TS17:18 Demonstrate the proper procedures used for dusting furniture. Lead a class discussion on general dusting rules, such as the following:

- dust around the room in a circle starting and ending at the same spot
- dusting sprays and cleaners should not be sprayed directly on items such as televisions, telephones, radios, light bulbs, and lanpshades
- never dust around items, rather move the items and dust under them• use a clean, folded cloth
- never use oiled or treated cloths on waxed surfaces
- use all-purpose or glass cleaners on laminated or plastic surfaces
- use long, straight strokes starting at the highest point on the furniture and working downward

Write these rules on the chalkboard or overhead projector as they are discussed. Have each student write the main purpose behind each rule. Allow students to share answers with the class. Collect assignment.[C]

TS17:19 Bring a piece of dark wood furniture to class. Have students observe the accumulation of dust on the furniture for a period of two weeks. Lead a class discussion on the importance of daily dusting as a housekeeping duty. KEY QUESTIONS: How can just one to two days of dust accumulation affect the overall appearance of a hotel operation? What impression might a guest have after observing dusty furniture in the lobby of a hotel facility? CRITICAL QUESTIONS: Besides wood furnishings, what other items found in a hotel guest room should be dusted daily? With which types of products should these items be dusted? Why?[B]

Caring for Furniture

TS17:20 Duplicate, distribute, and have students complete Teaching Aid 80, Upholstery Cleaning Techniques. Instruct each student to research the information requested on the Teaching Aid. Have students share findings with the class. Lead a class discussion about findings. KEY QUESTIONS: Which technique is the least time consuming? Which methods exclude certain fabrics? What are these fabrics? CRITICAL QUESTIONS: Which method would you recommend for use in hotel operation facilities? Why?[B][C]

TS17:21 Lead a class discussion on the topic of deep cleaning furniture in hotel facilities. KEY QUESTIONS: When should cleaning of upholstery in guest rooms be scheduled? Why? How should furniture be prepared for deep cleaning? How should stains be treated? Which is easiest to care for vinyl furniture or fabric upholstered furniture? Why? CRITICAL QUESTION: What are the advantages and disadvantages of fabric upholstered furniture in hotel facilities?[B]

TS17:22 Lead a class discussion about the daily care of furniture in lodging operations. KEY QUESTIONS: On what types of furniture surfaces should spray polish be used? What types of furniture surfaces should be treated with wax and cream polishes?[C]

Maintaining Floors

TS17:23 Lead students to brainstorm equipment used for maintaining the care of floors. Have a student volunteer write answers on the chalkboard or overhead projector. Instruct each student to write the names of equipment on a piece of paper and describe the use of each. Lead a class discussion about students' answers. KEY QUESTIONS: Which of the identified floor maintenance equipment is most likely used on a daily basis in a hospitality facility? Which equipment is used less frequently?[C]

TS17:24 Divide the class into three groups. Assign each group one of the following topics:

- mopping hard floors
- removing stains on carpets
- vacuuming carpeted floors

Instruct half of the students in each group to design a visual display that lists all guidelines of the assigned topic. (Refer students to pages 190-191 in the

Reference Book.) Instruct the remaining half of students in each group to prepare a demonstration of the assigned topic. (Help students obtain the materials that they need for the demonstration.) Have each group present visual aids and demonstration techniques to the class on their assigned topics. Display visuals in the classroom or class display case.[B][C]

TS17:25 Lead a class discussion concerning specifics about maintaining floors in hospitality facilities. KEY QUESTIONS: What are several options that room attendants can take in cases where the vacuum cleaner is not effectively picking up debris from the floor? What items in a guest room should be lifted or moved in order to assure a thorough vacuuming job? Why should stains be treated as soon as possible? What is the difference between damp mopping and dust mopping? What is another term for dust mopping? What are three different types of damp mops?[C]

Cleaning Windows, Glass, and Mirrors

TS17:26 Duplicate, distribute, and have each student complete Teaching Aid 81, Window, Glass, and Mirror Cleaning. Discuss answers in class. KEY QUESTIONS: What two procedures recommend the use of newspapers? What kind of weather creates accumulation of dust on windows? What are two common causes of window streaking? What types of detergents leave streaks on windows? Why must chamois be rinsed and wrung out frequently?[C]

TS17:27 (Obtain materials as mentioned on pages 200-201 of the Reference Book for cleaning windows, glass, and mirrors.) Demonstrate correct procedures to follow and allow students to practice these demonstrated procedures. Instruct each student to write down in outline format the correct procedure to use for cleaning windows. Collect papers.[B][C]

Cleaning Light Fixtures

TS17:28 Allow students no longer than five minutes to read page 201 in the Reference Book under the heading *Cleaning Light Fixtures*. Instruct students to close books and take out a piece of paper and a writing implement in order to answer the following questions:

- How are dry suds made?
- How are fabric lampshades washed?
- How should wet lampshades be allowed to dry?
- What are dry suds?
- What are dry suds used for?
- What is efficient lighting dependent upon?
- What is the first step to cleaning a fixture connected to electricity?
- What two things do lights tend to attract?
- Which types of lampshades cannot be washed this way?
- Why and how should light bulbs be cleaned?

Have students exchange papers. Review answers in class letting students correct each others' papers. Allow ten points for each correct answer, giving a 100 to students who answer all questions correctly. Collect graded papers.[C]

TS17:29 Bring a lamp (with lampshade) to class. Gather all necessary supplies in order to demonstrate how to properly wash a lampshade and its fixtures. Have student audience identify and write down each step involved in the demonstration. After completion of the demonstration, ask a student volunteer to write the steps on the chalkboard or overhead projector. Allow remaining students to add to or challenge the written information.[B][C]

Cleaning Walls, Ceilings, Doors, and Woodwork

TS17:30 Write the term *Spot Cleaning* on the chalkboard or overhead projector and ask students to provide a definition of the term. Write definitions under the word and lead a class discussion on the topic of spot cleaning. KEY QUESTIONS: What style of hand motion is recommended for spot cleaning? Where should the least amount of pressure be applied — directly on the spot, or around the outer edges? Why? If a wall is very dirty, what affect will spot cleaning have on the overall final appearance?

TS17:31 Have students describe the general procedures to follow when washing walls, ceilings, doors, and woodwork. KEY QUESTIONS: What process is recommended for checking the washability of a surface? What is the purpose behind washing walls starting from the lowest point and moving upward? Why is ammonia added to the washing solution? How can one tell when surfaces have been well rinsed? Why must doors be dried thoroughly?[C]

Cleaning Window Treatments

TS17:32 Have students identify types of window treatments commonly found in lodging operations. Lead a class discussion to describe how each identified window treatment is maintained. KEY QUESTIONS: What supplies are recommended for cleaning Venetian blinds, vertical blinds, and miniblinds? What procedure is recommended? How should employees in the housekeeping department care for draperies between dry-cleanings? What equipment is needed? Should drapery maintenance be considered a daily task or an occasional task?[C]

TS17:33 Ask each student to write in a step-by-step format the procedures involved in caring for blinds on both a daily and periodic basis. Allow students to share information gathered about the care of blinds. Collect papers.[B][C]

Controlling Pests

TS17:34 View the videotape *Sanitation: Rodent/Insect Control* (nine minutes) from the Texas Department of Health Audiovisual Library. (See reference list item number one for further information.) Lead a class discussion about the four rules for pest control as presented:

- Check incoming supplies; refuse suspicious merchandise; keep trash far from doors; repair doors that do not close; and spray pesticides around doors and frames.
- Clean kitchen thoroughly and all kitchen equipment, including hard to reach areas of both; do not allow wet mops to become breeding grounds for pests.

- Use pesticides with caution, spray at close range; use caulking for cracks and crevices; call in licensed, professional persons for rodent control; mousetraps may be used for nonprofessional control.
- Use the FIFO system for all supplies; do not store supplies on floor; insects prefer dark, warm places; breeding cannot occur at refrigerated temperatures.

Have each student write a paper identifying at least two techniques for applying each of the four rules for pest control as discussed in the videotape.[B][C]

TS17:35 Invite a pest control specialist to speak to the class about pest control measures used in lodging operations. Guide students in preparing questions prior to the speaker's arrival. Sample questions include the following: What are some signs that might indicate pest problems? What are the most common chemicals used for pest control? When a lodging operation contracts a pest control company to prevent and control pest problems, what kind of service should they expect? What are the most common pest problems found in lodging operations? Have each student write a paper listing preventive measures that guest room attendants and public area housekeepers can take in order to control pests. Allow student volunteers to share their lists with the class. Collect assignment.[B][C]

Cleaning Public Areas

TS17:36 Lead students to brainstorm duties of the public area housekeeper of a hotel operation. Have a student volunteer list answers on the chalkboard or overhead projector. Lead a class discussion to compare students' answers with the bullet list of duties found on page 204 of the Reference Book. KEY QUESTIONS: Which duties of a public area housekeeper tie in with the duties of room attendants? Under what circumstances would a public area housekeeper be responsible for contacting the maintenance department or front desk?

TS17:37 Instruct each student to choose a public place, such as a grocery store, a movie theater, a restaurant or hotel facility, a convenience store, or a waiting room to evaluate for personal first impressions. Upon entering the chosen facility, students should write down their first impressions about that public area. Have students justify their first impressions by commenting on the condition of specific areas such as floors, windows, furniture, window treatments, fixtures, doors, plants, pictures, displays, decorations, and restrooms. Lead a class discussion about the power of first impressions that guests or customers form concerning public facilities. Ask students to give examples of how this experiment of first impressions affected attitudes and thoughts about the facility. KEY QUESTION: How did your first impression affect personal feelings of confidence about the competency of that establishment? CRITICAL QUESTION: How did this experience affect your views about the importance of public area housekeeping duties in hospitality facilities?

Providing Second Service and Night Service

TS17:38 Have each student write a paper describing the purpose and duties of *Second Service* as well as the purpose and duties of *Night Service*. Lead a class discussion about these two types of services. KEY QUESTIONS: Under what circumstances would the duties of second service be required? Which hotel operations would be most likely to offer night service?[B]

Inspecting Guest Rooms

TS17:39 Divide the class into small groups. Give each group a transparency sheet and a permanent marker for writing on the transparency sheet. Ask that each group elect one student to be recorder for the group and one student to be spokesperson for the group. Have each group develop a list of areas and items in a guest room that should be inspected by an executive housekeeper or inspector prior to allowing occupancy into the room. Group recorders should write answers on the transparency. Ask that group spokespersons present their own group's conclusions on the overhead projector. Encourage the student audience to discuss or comment about various areas and items mentioned on group lists.[C]

TS17:40 Ask each student to write two examples that illustrate the relationship between the executive housekeeper and the front desk clerk. One example should illustrate correct communication and the other should illustrate negligent communication resulting in a *sleeper* or other negative situations. Have students share their papers with the class. Lead a class discussion about the importance of good communication between front desk clerks and executive housekeepers. KEY QUESTIONS: What are the responsibilities of the executive housekeeper at the end of the day? How can hotel profits suffer as a result of poor communication between executive housekeepers and front desk clerks?

LAUNDRY PROCEDURES

TS17:41 Arrange for students to visit the laundry area of a hotel facility. Request that the supervisor of the laundry department be present to answer students' questions. Guide students in preparing questions prior to visiting the hotel facility. Sample questions include the following: What times do work shifts begin and end? What are the daily duties of laundry attendants? In what order are these duties expected to be completed? What is involved in the training of laundry attendants? When might a laundry attendant come in contact with a room attendant? In what ways do laundry attendants and room attendants depend on one another? How and where is clean laundry folded and stored? Have each student draw a diagram of the laundry facilities of that hotel operation and indicate the direction of the flow of traffic that a laundry attendant follows throughout the day. Display diagrams in the classroom or class display case.[C]

TS17:42 List on the chalkboard or overhead projector categories of laundry, such as sheets, towels, washcloths, pillow cases, tablecloths, napkins, cleaning cloths, and kitchen cloths. Ask each student to take out a piece of paper and a writing implement to answer the following:

- How often should bedspreads, blankets, and mattress pads be washed?
- What are four reasons for washing similar items together.
- What options do laundry attendants have for removing stains from specific

laundry items?

- When and how do laundry attendants treat stains?
- Why should permanent press linens not be fed through a mangle?

Discuss students' answers in class. Collect completed papers.[C]

TS17:43 Duplicate, distribute, and have each student complete Teaching Aid 82, Storage of Clean Laundry. When students have completed the assignment, display a transparency of Teaching Aid 82-Answer Key and have students correct their own papers. Lead a class discussion about the reasons certain items are stored on certain shelf levels in storage areas. KEY QUESTIONS: Why is the first shelf in the Teaching Aid considered inconveniently accessible? Why is the fourth shelf labeled as least accessible? What do the items on the second and third shelves have in common? What is the purpose of slatted shelving in a laundry storage room?[C]

TS17:44 Have each student write a paper on the differences between laundry room set-ups and laundry attendant tasks in a large hotel operation versus set-ups and tasks in a small hotel operation. Written papers should include answers to the following questions: What guest supplies other than linens might be found in the laundry room of a hospitality facility? What do laundry attendants do with linens that are in need of repair? What final tasks are required of laundry attendants at the end of their workday? How are stains commonly treated? For what reasons would laundry attendants no longer allow bath mats to circulate? Ask students to share papers in class. Collect written assignment.[B][C]

18

Time and Energy Management Techniques for Housekeeping and Laundry Tasks

ESSENTIAL ELEMENT

- Apply time and energy management techniques in performing housekeeping or laundry tasks.(v4E)

OBJECTIVES TO ACHIEVE

- Discuss time management and energy management related to housekeeping and laundry tasks.
- Explain the principles of work simplification for housekeeping and laundry tasks.
- Describe fatigue, methods for preventing fatigue, and the effects of fatigue on work production.
- Demonstrate how time and energy management techniques improve work production in the housekeeping department of a hotel operation.

TIME AND ENERGY MANAGEMENT

TS18:1* Write the phrase *Time and Energy Management* on th chalkboard or overhead projector. Ask students to define what time and energy management means to them. Lead a class discussion about the importance of time and energy management. KEY QUESTIONS: What situations have you observed or experienced in which time or energy was poorly managed? How did this affect productivity? In what ways could time or energy have been managed differently in each situation?

TS18:2 Display a transparency of Teaching Aid 83, Time and Energy Management. Lead a class discussion about the following processes of time and energy management: planning, organizing, implementing, and evaluating. Identify the goals of efficient time and energy management. KEY QUESTIONS: What are some of the differences between planning time and energy management and organizing time and energy management? implementing and evaluating? What are the three goals of efficient time and energy management?[C]

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* TS 18:1 indicates teaching strategy, chapter 18, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS18:3 Divide the class into small groups. Provide each group with one example of a task such as preparing two ham and cheese sandwiches. Have each group discuss and write down ideas to plan, organize, implement, and evaluate the assigned task. Have representatives from each group write their group's task on the chalkboard or overhead projector and present their group's planning, organizing, implementing, and evaluating ideas to the class. Have the student audience identify how time and energy goals were met by each group.[C]

TS18:4 Lead students to brainstorm benefits of efficient time and energy management in the workplace. Examples include benefits such as those that would permit the following:

- allow employees to handle home duties and to enjoy family life after work without feeling fatigued
- improve employee morale
- improve hotel operation's productivity
- reduce departmental costs

Have a student volunteer write answers on the chalkboard or overhead projector. Lead a class discussion about the value of benefits generated by efficient time and energy management. KEY QUESTIONS: Which benefits would appeal mostly to students? Why? Which benefits would appeal mostly to parents with small children? Why?[C]

TS18:5 Duplicate and distribute Teaching Aids 84a-b, Time Logging. Instruct students to keep a time log of their own activities beginning at 6:00 a.m. of any weekday and continue through midnight of that same day. Ask students to bring completed time log sheets to class. Lead a class discussion about evaluating time/energy management. Have each student complete column three of the Teaching Aid and share conclusions with the class. Collect assignment. KEY QUESTIONS: Is one activity completed before another is started? Is the amount of time spent on each activity justified? Were there activities that wasted time? CRITICAL QUESTIONS: How could activities be altered to make more efficient use of time? What are the main differences between the time logs filled out by students and time logs used in lodging operations?[B][C]

TS18:6 Bring appropriate supplies to class and ask a student volunteer to demonstrate folding and shelving pillowcases and towels. Instruct student audience to write down (and time if possible) each step observed in the demonstration and record any suggestions that would improve time or energy usage for that task. Have student volunteer repeat the task implementing the time and energy saving suggestions offered by student audience. Lead a class discussion about the benefits of observing and evaluating tasks. KEY QUESTION: What is one way of evaluating time and energy management of employee tasks? CRITICAL QUESTION: What are the advantages and disadvantages of using observation techniques to evaluate time and energy management of tasks?[C]

WORK SIMPLIFICATION

TS18:7 (For this Teaching Strategy refer students to the list of ten procedures found on pages 214-215 of the Reference Book.) Ask students to work in pairs and allow each pair to select a specific task. Have students apply steps two through ten to the chosen task and record results on paper. Ask a student volunteer from each pair to explain to the class how the steps for the chosen tasks were developed by following the guidelines in the Reference Book. Collect all written materials.[C]

TS18:8 Divide the class into small groups. Have each group develop a case study that illustrates poor time or energy management techniques of a task practiced by an employee. Have groups describe their case studies, suggest what should be changed, and identify the benefits that would result in the changes. Allow each group to present results to the class. Encourage open discussion about each case study presented.[C]

TS18:9 Duplicate, distribute, and have each student complete Teaching Aid 85, Principles of Work Simplification. Review answers in class and lead a discussion about the benefits of establishing work simplification standards for employees to practice. KEY QUESTIONS: What benefits can employees receive from practicing work simplification techniques? What benefits can employers receive by implementing work simplification techniques? CRITICAL QUESTION: What can housekeepers include as part of the employee training process to convince workers that changes will improve work methods?[C]

TS18:10 Divide the class into groups to role play a situation involving a supervisor observing an employee performing a task inefficiently. Develop the role play to include the supervisor approaching the employee, suggesting a more efficient method, demonstrating that method, and observing the employee repeating the newly introduced method. Role plays should conclude with one group member demonstrating the old method while another group member demonstrates the new method. KEY QUESTIONS: What was different about the newly introduced method versus the old method? How was the old method improved? Does the new method require less time or less effort? CRITICAL QUESTION: What resistance might a supervisor encounter when trying to introduce new work methods to employees?[C]

FATIGUE

TS18:11 Lead a class discussion about daily recommended rest periods and breaks for employees. Lead students to brainstorm advantages and disadvantages of rest periods and breaks. Have a student volunteer write answers on the chalkboard or overhead projector. KEY QUESTIONS: At what times of the day are breaks or rest periods recommended? Should rest periods and breaks be different for persons performing different tasks? Why? What are the purposes of rest periods and breaks? Why is it important that employees make use of these allotted times during their workday?[B][C]

TS18:12 Instruct each student in class to quietly read to themselves for a period of ten minutes. Allow half of the class to take a five minute break by permitting them to talk and walk outside the classroom, even outdoors, if possible. Have the other half of the class remain in their seats and continue reading. After five minutes, the students on break should return and join those who did not have a break and continue to read the assignment for another five minutes. Repeat this Teaching Strategy by allowing students who did not experience a break, a chance to do so. Ask each student to write a report comparing reading experiences with the break and without the break. Each report should address the issue of fatigue and how taking or not taking a break affected attitudes, state of alertness, posture, and reading comprehension. Allow student volunteers to share reports with the class. Collect reports.[B][C]

TS18:13 Lead students to brainstorm ways to prevent fatigue on the job. Have a student volunteer write answers on the chalkboard or overhead projector. KEY QUESTIONS: What are ways to prevent on-the-job fatigue? Does it matter where or when a break is taken? Why? In what ways can fatigue while on the job be hazardous to employees?[B][C]

TECHNIQUES FOR IMPROVING WORK PRODUCTION

TS18:14 Allow students to work in pairs to develop a work plan for a task in the housekeeping department of a lodging operation. After choosing a task, each team should list ways to improve work production for that task. Have teams share suggestions with the class. Instruct each student to write a paper presenting three techniques that would improve work production. Explain in what ways these techniques would specifically improve work production. Point out the advantages of each suggested technique. Collect assignment.[C]

TS18:15 Lead students to brainstorm ways to improve work production of housekeeping tasks in lodging operations. Have a student volunteer write answers on the chalkboard or overhead projector. Lead a class discussion about the advantages to employees and employers of improving work production. KEY QUESTION: How can improved work production affect the reputation of a hotel operation? How can this result in increased business activity? How will increases in business activity ultimately affect both employees and employers?[C]

TS18:16 Arrange for the class to tour a medium to large hotel facility for the purposes of observing the following:

- a room attendant cleaning a guest room
- the activities of laundry attendants

Guide students in preparing questions prior to the tour. Sample questions include the following: What methods are used to properly train room attendants? In what ways do laundry attendants depend on one another for completing their individual responsibilities? Have each student write a paper evaluating the tasks performed by both room attendants and laundry attendants. Papers should point out both positive and negative observations of both laundry attendants' and room attendants' work. Suggestions for improving production should also be included. Allow student volunteers to share papers with the class. Collect students' assignments.[B][C]

Improving the Production of Room Attendants

TS18:17 Divide the class into four groups. Have each group analyze the work plan developed for one of the following categories found on pages 217-219 of the Reference Book:

- cleaning bathrooms and vanity areas
- dusting
- making beds
- performing other cleaning tasks

Ask groups to find the answers to the following questions as they apply to their assigned category:

- How do these suggestions help increase the work production of room attendants performing the task?
- Which tips conserve energy?
- Which tips conserve time?
- Which tips simplify work?

Have elected group leaders share results with the class.[C]

TS18:18 Instruct each student to develop a list of tips for improving work production for the following special housekeeping tasks:

- cleaning lampshades
- cleaning walls
- cleaning window treatments
- removing cobwebs

Have students share lists with the class. Lead a class discussion about students's answers. KEY QUESTIONS: Which of the suggestions for improving work production were similar? When should special housekeeping tasks be performed by room attendants?[C]

TS18:19 Duplicate, distribute, and have each student complete Teaching Aid 86, Improving Work Production Through Technique. (After students have completed the second column of the Teaching Aid, answers may be checked by reading pages 217-219 in the Reference Book.) Lead a class discussion about the affect that technique has upon the work production of room attendants. KEY QUESTION: What other techniques might be used by a room attendant to improve work production? CRITICAL QUESTION: How can employers motivate room attendants to apply new techniques for improving work production?[C]

Improving the Production of Laundry Attendants

TS18:20 Lead a class discussion about the importance of proper storage procedures for laundry facilities. KEY QUESTIONS: What is the purpose of storing least often used items in least accessible areas? How does storage in laundry facilities affect the following:

- energy management
- time management
- work simplification[C]

TS18:21 Display a transparency of Teaching Aid 87, The Cycle of Tasks For Laundry Attendants. Explain the daily activity that occurs in the laundry room of a hotel facility. KEY QUESTIONS: How can room attendants make the task of sorting laundry easier for laundry attendants? How can laundry attendants make the task of gathering clean linens easier for room attendants? What might be some differences between laundry attendants' responsibilities in a large hotel operation and laundry attendants' responsibilities in a small hotel operation? CRITICAL QUESTIONS: Which size hotel operation holds increased possibilities for implementing effective work production techniques—a small hotel operation or a large hotel operation? Why? What is one effective work production technique in the laundry area that could be implemented in a large operation but not in a small operation? Why?[C]

19

Sanitation and Disinfection Techniques for Housekeeping and Laundry Tasks

ESSENTIAL ELEMENT

- Apply sanitation and disinfection techniques in performing housekeeping or laundry tasks.(v4F)

OBJECTIVES TO ACHIEVE

- Explain the importance of using appropriate sanitation and disinfection procedures in hotel housekeeping and laundry operations.

- Review appropriate sanitation and disinfection techniques for use in hotel housekeeping and laundry operations.

IMPORTANCE OF SANITATION AND DISINFECTION

TS19:1* Obtain and have students view the videotape *Bacteria and Disease Control* (nine minutes) from the Texas Department of Health. (See reference list item number one for further information.) Lead a class discussion to reinforce the material presented in the videotape. KEY QUESTIONS: What is the difference between cleaning and sanitizing? What two ways can bacteria be killed? Describe the process of removing odors. What can maintenance personnel do to reduce bacteria inside a building? What can maintenance personnel do to improve sanitary conditions outside of a building?[B]

TS19:2 Have students work in pairs to collect materials and gather information on the importance of maintaining sanitary environments. Refer students to a City Health Department and local library for information on this subject. Have each team prepare a ten minute report to present to the class. Allow student audience to question teams following presentations. Lead a class discussion summarizing team reports. KEY QUESTIONS: What are some housekeeping practices that encourage unsanitary conditions? What are some housekeeping practices that support the growth of pathogens? How quickly can infection spread from one person to another? CRITICAL QUESTION: Why would hospitality operations require more care and attention in applying sanitizing and disinfecting practices than private residences?[B]

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* TS 19:1 indicates teaching strategy, chapter 19, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS19:3 Write the words *Disinfection* and *Sanitation* on the chalkboard or overhead projector. Have each student define these two words and write examples of each word on a piece of paper. Ask volunteer students to share definitions and examples with the class. Instruct each student to write a paper on the difference between disinfection and sanitation. Collect written assignment.[B]

TS19:4 Invite a health inspector from the City Health Department or the State Department of Health to speak to the class about sanitizing and disinfecting hotel facilities. Guide students in preparing questions prior to the arrival of the speaker. Sample questions include the following: What do hotel facility employees often neglect when it comes to sanitizing and disinfecting? What parts of a health inspection examine the sanitary conditions of hotel facilities? What procedures are used by inspectors for evaluating sanitary conditions of hotel facilities? What standards must be met? Have each student write a report of the information presented by the speaker. Collect reports.[B]

TS19:5 Write the word *Pathogens* on the chalkboard or overhead projector. Lead a class discussion about pathogens. KEY QUESTIONS: What are pathogens? Where do pathogens live? What do pathogens need to grow? What can pathogens cause in a human body? How can pathogens be seen? How can harmful pathogens be destroyed? Do disinfectants destroy all pathogens? Why do some pathogens become spores? What are the characteristics of pathogenic spores? Can spores become active pathogens? under what conditions? How does the process of sanitizing affect pathogens? CRITICAL QUESTION: Why should room attendants and laundry attendants be concerned with pathogenic spores?[B]

TS19:6 Lead students to brainstorm for places in a guest room where pathogens are most likely to accumulate. Have a student volunteer write answers on the chalkboard or overhead projector. Lead a class discussion about ways that guests contaminate rooms. KEY QUESTIONS: How could guests contaminate the furniture in their rooms? How could guests contaminate windows in their rooms? How could guests contaminate hangers in their rooms? How can guest rooms become contaminated in such short periods of time? CRITICAL QUESTION: Why should room attendants clean rooms with the assumption that contamination exists?[B]

TS19:7 Have each student create a visual display that illustrates the importance of sanitation and disinfection. Information on visuals should be aimed toward employees of hospitality services whose work responsibilities include sanitizing and disinfecting. Students may use cut out pictures from magazines, slogans, and colorful diagrams or print to make their visuals educational and attractive. Have each student present completed visual to the class. Display in classroom or class display case.[C]

TS19:8 Prepare twenty to thirty cut out pictures of various physical areas as found inside or within the grounds of a hospitality facility. (To keep these pictures in usable condition, reinforce the back with a medium weight cardstock cut to size.) Place each picture in a large container and instruct one student volunteer at a time to come to the front of the class and pick a picture out of the container. Have the student volunteer show the picture to the class and describe why the area shown is or is not a breeding ground for harmful pathogens, and point out specific areas on the picture that hold the most potential for becoming pathogenic breeding grounds. Repeat this procedure with other student volunteers.[B]

SANITATION AND DISINFECTION TECHNIQUES

TS19:9 Display a transparency of Teaching Aid 88, Terms Related to Sanitation and Disinfection. Lead students to define the terms on the transparency. Lead a class discussion about students' answers. KEY QUESTIONS: What is the difference between sterilization and sterilizing? What is the difference between phenol and phenol compounds? What compound contains iodine?[B]

TS19:10 Invite the sales representative from a company that sells products used for sanitizing and disinfecting public facilities. Ask the representative to demonstrate and explain different uses for each different product. Guide students in preparing questions prior to the speaker's arrival. Sample questions include the following: Which products, if any, can both sanitize and disinfect? Are different dilutions recommended for different tasks? How long should disinfectants be in contact with surfaces to assure effective results? What general safety guidelines should be followed when using sanitizers and disinfectants? How and where should products be stored? Why? What are some of the consequences and dangers that could result from improper use and storage of cleaning products? Who should be responsible for practicing safe storage techniques? How can employees learn about potential harmful effects of products that are handled improperly? Instruct each student to write a paper discussing sanitizing and disinfecting products and techniques for use in public facilities. Allow student volunteers to share papers with the class. Collect written assignment.[B]

TS19:11 Have each student demonstrate (to the class) the proper use of a common cleaning product. Students may demonstrate their product of choice. Information about various uses and precautions applicable to the product should be included in the presentation. Instruct student demonstrators to list (on the chalkboard or overhead projector) each step that will be used during the demonstration of the product. Following each demonstration, have presenters choose a volunteer from the student audience to repeat the demonstration for the sake of reinforcement. CRITICAL QUESTIONS: What benefits are received (by employees and employers) from the regular and periodic instruction on proper usage and handling of cleaning products? What dangers can be avoided as a result of training?[C]

TS19:12 Lead a class discussion about proper and safe usage of disinfectants. KEY QUESTIONS: Under what circumstances will disinfectants be least effective?

most effective? Why should employees avoid mixing disinfectants with detergents? How can room attendants prevent the spread of pathogens from one guest room to another?[C]

TS19:13 Lead students to brainstorm areas within hospitality facilities that should be regularly disinfected after each cleaning. Have a student volunteer write responses on the chalkboard or overhead projector. Ask students to give reasons why the areas mentioned require disinfecting.[C]

TS19:14 Duplicate, distribute, and have each student complete Teaching Aid 89a-b, Reasons for Disinfecting Specific Areas of Lodging Facilities. Lead a class discussion on students' answers. Have students outline on paper the steps involved in cleaning and disinfecting one of the areas listed on the Teaching Aid. Allow student volunteers to share outlines with the class. KEY QUESTIONS: What are the most common reasons for disinfecting specific areas of a facility? Are these areas disinfected through the application of similar procedures?[C]

TS19:15 Bring to class a sample of each of the following disinfectants:

- chlorine bleach
- phenolic compound
- pine oil
- quaternary ammonium compound

Have students identify each of these disinfectants and how they are used to reduce pathogens on linens. KEY QUESTIONS: Which disinfectants should be added to the wash cycle? the rinse cycle? Are different instructions required for the use of each disinfectant mentioned? Why? How does the time and temperature of the wash cycle affect the successful destruction of pathogens from linens? Why is the use of disinfectants so important on linens? Which area of a washing machine should be disinfected? Which area of a clothes dryer should be disinfected?[B]

20

Entering and Exiting Cleaning Areas

ESSENTIAL ELEMENT

- Describe procedures for entering and exiting assigned cleaning area.(v4G)

OBJECTIVES TO ACHIEVE

- Explain the purposes of following specified procedures for entering and exiting guest rooms.
- Demonstrate correct procedures for entering and exiting an assigned cleaning area.

PURPOSES FOR ENTERING AND EXITING PROCEDURES

TS20:1* Lead a class discussion about the importance of practicing proper procedures for entering and exiting various rooms in hospitality facilities. KEY QUESTIONS: How would improper entering procedures affect the following:

- employee safety
- guest privacy

How might improper exiting procedures affect room cleanliness and order?[C]

TS20:2 Display a transparency of Teaching Aid 90, Why Follow Exiting Procedures. Allow students to work in pairs to write a descriptive paragraph detailing the actions of Anne, the room attendant. Descriptive accounts should exclude one of the points displayed on the transparency. Instruct each team to read descriptive accounts to the class. Have other teams write down which one of the items Anne neglected. The team with the highest number of correct answers wins.[C]

PROCEDURES FOR ENTERING AND EXITING CLEANING AREAS

TS20:3 Display a transparency of Teaching Aid 91, How Would You Feel. Read aloud the first case study on the Teaching Aid. Instruct each student to write down reactions to the following questions regarding this case study:

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* TS 20:1 indicates teaching strategy, chapter 20, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

- If you were Patrick, how would you feel about being awakened by a loud employee?
- What impression might you develop about the hotel operation?

Read aloud the second case study on the Teaching Aid. Instruct each student to write down reactions to the following questions regarding this case study:

- If you were Colette or Charlie, what impression would you get of the hotel operation?
- Why might you have second thoughts about staying in that facility?[C]

TS20:4 Based upon students' reactions to the two case studies in the previous Teaching Strategy, lead a class discussion about the impact that noisy room attendants can have on the reputation of a hotel facility. KEY QUESTIONS: At what times and where should room attendants be allowed to socialize with co-workers? Why is this rule especially important for room attendants of lodging operations?[C]

Entering a Guest Room

TS20:5 Have students memorize the proper procedure for room attendants to practice prior to entering a guest room. Procedures include the following:

1. knock on the door two or three times
2. announce the word "housekeeping"
3. wait for answer—if no answer repeat previous steps one and two again
4. if no answer—enter room

Ask for a few student volunteers to demonstrate this procedure to the class.[C]

TS20:6 Lead a class discussion on the reason room attendants are instructed to block a room's doorway with the cleaning cart while in the process of cleaning that room. KEY QUESTIONS: Where should the cleaning cart be placed? Why? Why should room attendants lock the wheels of the cart in place? CRITICAL QUESTION: What risks might room attendants be taking by not following these procedures?[C]

TS20:7 Display a transparency of Teaching Aid 92, What If . . . ? Lead students into a discussion about the trained reactions that room attendants should demonstrate for each situation. KEY QUESTIONS: Under what circumstances should executive housekeepers be immediately notified? Why? Why is it recommended that room attendants not directly question guests? CRITICAL QUESTION: What type of question would be acceptable for room attendants to inquire of guests?[C]

Cleaning Guest Rooms with "Do Not Disturb" Signs

TS20:8 Lead a class discussion about the use and purpose of "do not disturb" signs in hotel facilities. KEY QUESTIONS: To whom are "do not disturb" signs used to communicate a message to—room attendants or guests? When are "do not disturb" signs most frequently used? Where are "do not disturb" signs placed?

What are the advantages of "do not disturb" signs to room attendants? What are the advantages of "do not disturb" signs to guests?

TS20:9 Duplicate, distribute, and have each student complete Teaching Aid 93, What Am I Responsible For? (Refer students to pages 230-231 of the Reference Book for information to complete the Teaching Aid.) Have student volunteers write answers for 1, 2, 3a, 3b, 4, 5a, 5b, and 5c on the chalkboard or overhead projector. Discuss answers and alternatives with the class. KEY QUESTIONS: What is the purpose behind each step taken on the Teaching Aid? Who should the executive housekeeper alert in the event that a guest is ill?[C]

TS20:10 Divide the class into four groups to develop skits based on one of the four acceptable ways for room attendants to respond to guests when they enter a room that is being cleaned. Assign each group one of the following responses to role play:

- ask the executive housekeeper, inspector, or another room attendant for help in order to speed up the cleaning process
- ask the guest to wait outside or somewhere else until the room is cleaned
- ask which housekeeping services the guest desires, provide those services, and leave quickly
- work around the guest

Instruct groups to present prepared skits. Ask each student to write a paper speculating how a guest might feel in each of the four situations. Allow student volunteers to share their papers with the class. Collect assignment.[C]

Exiting a Guest Room

TS20:11 Have students work in pairs to prepare an attractive display (on posterboard) that could be used as a teaching tool in training room attendants on the procedures of exiting a guest room. Pictures cut out from magazines (or hand drawn pictures) may be used to illustrate some or all of the steps involved. (Refer students to page 231 of the Reference Book for information about proper procedures.) Allow team volunteers to present their visual to the class. Visual displays should be used to teach new employees about exiting guest rooms. Display visuals in the classroom or class display case.[C]

TS20:12 Lead students to brainstorm problems that might occur as a result of room attendants neglecting proper procedures for exiting a guest room. Ask a student volunteer to write responses on the chalkboard or overhead projector. Lead a class discussion stressing the importance of practicing proper exiting procedures. KEY QUESTIONS: Which of the problems listed might cause damage to the reputation of the hospitality facility? What comments might be made by guests whose rooms were not properly exited by room attendants? Which of the problems listed could be identified as safety hazards? CRITICAL QUESTION: What can executive housekeepers do to maintain, promote, and encourage the use of proper exiting techniques by room attendants?[C]

Entering and Exiting Public Restrooms, Showers, and Sauna Areas

TS20:13 Lead a class discussion about proper procedures for entering and exiting public restrooms, showers, and sauna areas. KEY QUESTIONS: Who in the housekeeping department enters and exits public restrooms, showers, and sauna areas for the purposes of cleaning? What procedures do public area housekeepers use to determine if the area they want to enter is occupied? What should public area housekeepers do in the event that an area they need to enter is occupied? When and where do public area housekeepers post "out of order" signs? What do "out of order signs" tell guests? What is the purpose of keeping the door ajar while cleaning a public area? What are the responsibilities of a public area housekeeper upon exiting a public area that has just been cleaned?[C]

TS20:14 Divide students into small groups to make up and solve awkward situations that might occur to public area housekeepers. Situations should occur as a result of entering or exiting one of the following areas:

- public restrooms
- saunas
- showers

Have elected group spokespersons from each group read their group's situation and reaction or solution to the class. Encourage student audience to offer alternative solutions to each situation presented. Have each student write a paper explaining characteristics of public area housekeepers that are useful for dealing with sensitive or awkward situations. Allow student volunteers to share their papers with the class. Collect assignment.[C]

21

Linen Repair and Maintenance

ESSENTIAL ELEMENT

- Describe procedures for routine linen repair and maintenance.(v4H)

OBJECTIVES TO ACHIEVE

- Describe causes of linen damage.
- Explain the importance of consistent repair and maintenance of linens.
- Demonstrate correct procedures for repair and maintenance of linens.

CAUSES OF LINEN DAMAGE

TS21:1* Lead students to brainstorm causes of linen damage. Have a student volunteer write answers on the chalkboard or overhead projector. Lead a class discussion about preventing linen damage based on each cause listed by students. KEY QUESTIONS: Which causes of linen damage are associated with neglect? Which causes of linen damage are associated with accidents? Which types of linen damage are typically caused by guests? Which types of linen damage are typically caused by employees? CRITICAL QUESTION: In what ways can linen damage be prevented?

TS21:2 Ask students to work in pairs to arrange an interview with a laundry attendant employed at a hotel facility. Guide students in preparing questions prior to the interviews. Sample questions include the following: What kind of linen damage occurs most frequently? What are the common causes of linen damage? Is linen ever damaged by laundry attendants? How? What methods are used by laundry attendants for repairing damaged linens? For what reasons might linens be sent to outside professionals for repair? Have pairs of students present to the class information obtained from laundry attendant interviews. Ask each student to write a paper summarizing the information accumulated from interviews. Collect assignment.[C]

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* TS 21:1 indicates teaching strategy, chapter 21, number 1
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS21:3 Divide the class into small groups to create visual aids illustrating common causes of linen damage in hospitality facilities. For each listed cause of linen damage provide a way in which the damage can be prevented or lessened. Have each group present their visual to the class. Display visuals in classroom or class display case.

IMPORTANCE OF LINEN REPAIR AND MAINTENANCE

TS21:4 Invite the owner or manager of a hospitality operation to speak to the class about the expense of maintaining and repairing linens within the hospitality environment. Guide students in preparing questions prior to the speaker's arrival. Sample questions include the following: How does repair and maintenance of linens affect operating budgets of hospitality facilities? How do managers determine the number of laundry attendants needed for the size of their operations? What factors are involved in estimating initial linen investments needed for a hospitality facility? Why should factors such as linen damage be taken into consideration? Which is generally more expensive—repairing linens or replacing linens? When does it become more cost effective and practical to replace linens rather than invest in repairing? Instruct each student to write a paper on the topic of budgeting for linen repair and maintenance. Allow student volunteers to share papers with the class. Collect papers.[B][C]

TS21:5 Write the word *Mildew* on the chalkboard or overhead projector. Ask students to define the word. Lead a class discussion about mildew and the role it plays in damaging linens. KEY QUESTIONS: What is mildew? How would you describe what mildew looks like and smells like? What causes mildew? How can mildew be prevented?

TS21:6 Have each student write a step-by-step description of laundry attendants' duties in caring for dirty linens. (Refer students to page 236 of the Reference Book for further information.) Have student volunteers present step-by-step duties with the class. KEY QUESTIONS: What must laundry attendants check for while sorting linens? When should linens be treated for stains? Why should mending be done prior to washing? What is the purpose of storing and locking up linens in need of repair?[C]

TS21:7 Allow students to work in pairs to research three ways that linen can be damaged at the hands of laundry attendants. Have each team share findings with the class. Write identified causes of damage on the chalkboard or overhead projector. Lead class to brainstorm ways to prevent each listed cause of damage. Write students' preventive suggestions beside the damage to which it refers.

PROCEDURES FOR REPAIR AND MAINTENANCE OF LINENS

TS21:8 Duplicate and distribute Teaching Aid 94, What to do With Damaged Linens. Instruct each student to fill in the missing information on the chart. Discuss answers in class and allow students to correct or add information to their papers as a result of the shared information. KEY QUESTIONS: What is the difference between patching and darning? In what condition should linens be before deciding to recycle? What are the different ways of recycling? When should linens be darned? In what cases is patching recommended?

TS21:9 Prepare for this Teaching Strategy by gathering appropriate supplies. (See pages 236-238 of the Reference Book for further information about supplies needed.) Divide the class into three groups. Assign each group one of the following ways to handle damaged linens.

- darning
- patching
- recycling

Provide each group with the materials needed to practice the assigned procedure. Have individual groups attach their finished products to a posterboard. Identify the procedure used on finished products by appropriately labeling each sample on the posterboard. Display finished projects in the classroom or class display case.[C]

TS21:10 Have each student research one maintenance procedure recommended for linens and write a paper explaining that procedure and why it is important in the maintenance of linen. Include examples of what might result from neglect of that maintenance procedure. Allow student volunteers to share papers with the class. Collect all assignment.[B][C]

Mending Linens

TS21:11 Lead a class discussion about mending linens in hospitality facilities. KEY QUESTIONS: What is meant by "mending linens?" What are two ways to mend linens? What should laundry attendants do about linens that cannot either be patched or darned?

TS21:12 Have student volunteers from the group that learned patching techniques and the group that learned darning techniques (See Teaching Strategy 21:9) give class demonstrations on the techniques needed for patching and darning linens. Visual displays may be used to help with demonstrations. Allow student audience time to practice patching and darning techniques taught in demonstrations. Ask each student to write a paper on the topic of either patching techniques or darning techniques. Collect papers.[C]

Removing Stains

TS21:13 Duplicate and distribute Teaching Aids 95a-b, Stain Removal Chart for Washable Fabrics. Instruct each student to identify or become familiar with types of stains, how to treat them, and the supplies needed to treat different kinds of stains. Have each student write a case study involving a particular type of stain. Allow students to take turns reading case studies to the class. Instruct student audience to determine and write down the following information based on each case study presented:

- type of stain

- best way to treat the stain
- supplies needed for treating the stain
- time required for treating the stain

Go over answers in class allowing students to correct their own papers. Answer questions as needed.[B][C]

TS21:14 Have each student choose a partner with whom to work. Instruct pairs of students to prepare a demonstration on removing one of the stains listed on Teaching Aids 95a-b, Stain Removal Chart for Washable Fabrics. Instruct students to practice their demonstrations prior to presenting demonstrations to the class. All demonstrations should be accompanied by a visual aid in support of the stain removal demonstration. Display visual aids in the classroom or class display case following student demonstrations.[B][C]

TS21:15 Prepare cards in advance. Write stain removal procedures (one per card) from Teaching Aids 95a-b, Stain Removal Chart for Washable Fabrics. Divide the class into two teams and instruct each team to line up on opposite sides of the classroom. Have a student from one team at a time pick a card and read aloud the instructions for stain removal that are written on the card. Allow student fifteen seconds after reading the card to identify the type(s) of stain(s) for which the procedure is recommended. (One procedure can be recommended for several types of stains.) For every answer that is correct the student gains five points for the team. After fifteen seconds, if the stain is not identified or is identified incorrectly, the first student of the opposite team may answer, and will (for every correct answer) gain five points for the team. Repeat this procedure starting with the other team. When all cards have been read and answered, calculate the number of points awarded for each team to determine which team is the winning team.[C]

22

Sources and Functions of Nutrients

ESSENTIAL ELEMENT

- Describe the sources and functions of nutrients.(v5A)

OBJECTIVES TO ACHIEVE

- Identify the types of nutrients.
- Describe the major functions of nutrients.
- Identify the sources of major nutrients.

PROTEINS

TS22:1* Lead a class discussion about nutrients. KEY QUESTIONS: What are nutrients? What are the names of five nutrients? Is water considered a nutrient? Why? What is the relationship between eating well-balanced meals daily and receiving the proper amount of nutrients? CRITICAL QUESTION: What factors determine the quantities of nutrients required by each individual? Explain.[B]

TS22:2 Have each student conduct library research into proteins and write a report titled, "What is Protein and What is it Made of?" Allow student volunteers to share their reports with the class. Lead a class discussion about the information presented by students. KEY QUESTIONS: What is protein? Of what is protein made? CRITICAL QUESTION: Why are proteins necessary for the survival of human beings?

Functions of Proteins

TS22:3 Divide the class into cooperative learning groups to create visual displays depicting the six functions of proteins. Have each group draw dividing lines on a posterboard forming six sections. Instruct each group to write a function of protein in each section and paste clippings from magazines in appropriate sections that illustrate the written function. Allow group representatives to present displays and explain illustrations to the class. Display in the classroom or class display case.

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* TS 22:1 indicates teaching strategy, chapter 22, number 1
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS22:4 (Note: According to current references there are nine essential amino acids and not eight as mentioned on pages 242 and 248 of the Reference Book.) Ask each student to define and identify *Essential Amino Acids* and *Nonessential Amino Acids*. Write student definitions and examples on the chalkboard or overhead projector. Lead a class discussion on essential and nonessential amino acids. KEY QUESTIONS: Where are amino acids found? How many essential amino acids are there? What are they called? How many nonessential amino acids are there? What are they called? CRITICAL QUESTION: What is the difference between essential amino acids and nonessential amino acids?[B]

TS22:5 Duplicate and distribute Teaching Aid 96, Amino Acid Puzzle. Instruct each student to identify the nine essential amino acids on the Teaching Aid by following the instructions provided. (Refer to information gained in the previous Teaching Strategy.) Discuss answers in class and allow students to correct their own papers. Collect assignment.

Sources of Proteins

TS22:6 Write the terms *Incomplete Protein* and *Complete Protein* on the chalkboard or overhead projector. Have students define each term and share their definitions with the class. Lead a class discussion about the difference between complete and incomplete proteins. KEY QUESTIONS: From which food sources do incomplete proteins generally come? From which food sources do complete proteins generally come? What differentiates an incomplete protein from a complete protein? CRITICAL QUESTION: How can combinations of incomplete proteins provide all the essential amino acids found in complete proteins?[B]

TS22:7 Lead students to brainstorm sources of protein. Have a student volunteer write answers on the chalkboard or overhead projector. Lead a class discussion on food sources of protein. KEY QUESTIONS: Which sources of protein are considered complete protein foods? Why? Which sources of protein are considered incomplete protein foods? Why? CRITICAL QUESTION: What relationship do amino acids have in determining whether a protein is complete or incomplete?

TS22:8 Prepare for this Teaching Strategy by writing down as many sources of protein (complete and incomplete) as possible. Instruct students to identify the source of protein that is called out by responding "complete" or "incomplete," ("complete"—if the source is a complete protein or "incomplete"—if the source is an incomplete protein.) Start calling out sources of protein and listen for appropriate class response. (Indicate the correct answer to students if not answered correctly.) Repeat protein sources until the majority of students respond correctly. After all protein sources have been called out and responded to, repeat the activity. This will allow students the opportunity to build confidence in the ability to identify a complete protein from an incomplete protein.

CARBOHYDRATES

TS22:9 Have each student conduct library research into carbohydrates and write a report titled, "What are Carbohydrates and What Forms do They Include?" Allow student volunteers to share their reports with the class. Lead a class discussion about the information presented by students. KEY QUESTIONS: What are carbohydrates? What are the three forms of carbohydrates? CRITICAL QUESTION: Why are carbohydrates necessary nutrients?[B]

TS22:10 Duplicate, distribute, and have students complete Teaching Aid 97, Sugars: Simple or Double. Lead a class discussion on students' answers. KEY QUESTIONS: What term means simple sugar? What term means double sugar? CRITICAL QUESTION: What is a disaccharide known to do during the process of digestion?

Functions of Carbohydrates

TS22:11 Divide the class into groups. Have each group look up definitions and functions of three to five of the following terms related to carbohydrates:

- *cellulose*
- *complex carbohydrate*
- *disaccharide*
- *fructose*
- *galactose*
- *glucose*
- *lactose*
- *maltose*
- *monosaccharide*
- *polysaccharide*
- *simple carbohydrate*
- *sucrose*

Have each group share findings with the class. Lead a class discussion about the different functions of carbohydrates. KEY QUESTIONS: How do carbohydrates affect protein and fat resources in the body? Which carbohydrate provides bulk to the diet? What are the advantages of bulk in the diet? CRITICAL QUESTION: Why are carbohydrates considered the best source of energy?[B]

TS22:12 Divide the class in half and instruct students to work in teams of four. Ask the first group of students to investigate the effects of a diet too high in carbohydrates. Ask the second group of students to investigate the effects of a diet too low in carbohydrates. Have each team of students present findings to the class. Encourage the use of visual displays during presentations. Have each student from the first group write a paper summarizing the findings of students who researched diets too low in carbohydrates, and have each student from the second group write a paper summarizing the findings of students who researched diets too high in carbohydrates. Collect assignment.[B]

TS22:13 Ask each student to design a visual display to promote fiber in the diet. Visual displays should point out health related benefits of daily dietary fiber. Display visuals in the classroom or class display case. Allow students to vote on the most creative, informative, motivating, and convincing display. Post the top three winning displays in the front of the classroom.

Sources of Carbohydrates

TS22:14 Ask students to bring magazines that contain pictures of foods to class for this Teaching Strategy. Divide the class into small groups. Have each group create a visual display on posterboard titled "Sources of Carbohydrates." Have students identify each pictured food item as to the form of sugar it represents. Display visuals in the classroom or class display case.

TS22:15 Lead a class discussion about carbohydrates and foods that contain carbohydrates. KEY QUESTIONS: What is a source of galactose and how is it produced? In which foods are carbohydrates mostly found? In which foods are starches mostly found? Which foods are rich in cellulose? What part of a fruit or vegetable provides bulk? What is another name for bulk or roughage? What are examples of natural sources of sugars? What are three terms that mean dextrose? What is another name for fruit sugar? Which is the sweetest sugar? How is the sweetest sugar produced? Of what is fructose and glucose a product? What is another name for table sugar? Maltose is used in what?[B]

FATS

TS22:16 Have students work in cooperative learning groups to conduct library research into fats. Have each group write a paper titled, "What are Fats and What do They Contain?" Allow groups to share their papers with the class. Lead a class discussion about the information presented by groups. KEY QUESTIONS: What are fats? How are fats classified? CRITICAL QUESTION: Why are fats a necessary nutrient?[B]

TS22:17 Contact the Department of Agricultural Communications Audiovisual Library to order the videotape titled *Fats and Cholesterol*—VHS 702. (See reference list item number three for further information.) After students have viewed the video, follow-up with a class discussion. Have each student write a paper summarizing the information presented in the videotape. Ask student volunteers to share their papers with the class. Collect assignment. KEY QUESTIONS: What kinds of health-related problems are attributed to diets high in fats and cholesterol? What techniques can be applied to achieve healthier diets?[B]

TS22:18 Display a transparency of Teaching Aid 98, What Does Hydrogen Have to do With Fat? Have a student volunteer write answers in the three blanks provided. Lead a class discussion about the relationship between hydrogen and types of fats. KEY QUESTIONS: What does a polyunsaturated fat look like? From what food source does a saturated fat come? CRITICAL QUESTION: What is the difference in appearance of a saturated fat and a polyunsaturated fat?

TS22:19 Bring to class several forms of fat such as oil, lard, butter, and margarine. Label each fat with a different number. Have students study the fats to determine which ones are saturated, unsaturated, or polyunsaturated. Instruct students to record their answers on a piece of paper and share their answers with the class. Lead a discussion about the different forms of fat. CRITICAL QUESTIONS: Which of the fats contains the highest amount of hydrogen? Which of the fats contains the lowest amount of hydrogen?

TS22:20 Write the following terms on the chalkboard or overhead projector:

- arteriosclerosis
- cholesterol
- essential fatty acid
- lipid

Instruct each student to write a paper on the topic of fats incorporating the four terms into the body contents. Allow student volunteers to read their papers to the class. Collect assignment.[B]

Functions of Fats

TS22:21 Prepare ahead of time for this Teaching Strategy by collecting and bringing to class several food labels from different food products that list grams of fat, grams of protein, and grams of carbohydrate per serving. Divide the class into small groups and provide each group with one of these food labels. Ask each group to calculate the number of calories per serving of that food product that is made up of fat, protein, and carbohydrate. Once the calories have been determined, instruct students to calculate the percentage of calories per serving that come from fat, protein, and carbohydrate. Have selected groups present their findings to the class. Lead a class discussion about the results. KEY QUESTIONS: How many calories are in one gram of fat? How many calories are in one gram of protein? How many calories are in one gram of carbohydrate? Which of the food products are highest in fat? Which of the food products are highest in protein? Which of the food products are highest in carbohydrate? CRITICAL QUESTION: Which nutrient provides the highest amount of energy to the body?[B]

TS22:22 Have students work in cooperative learning groups to research and prepare a presentation about one of the following functions of fat:

- adds flavor to foods
- cushions vital organs in the body
- prevents heat loss from the body
- provides energy
- satisfies appetite by delaying hunger
- serves as a component of the covering for nerves and blood vessels
- transports and absorbs fat-soluble vitamins
- supplies essential fatty acids

At least one visual aid should be developed to illustrate or reinforce the topic being presented. Allow each group a ten minute period of time to present topics to the class. Encourage student audience to direct appropriate questions to group presenters. Display visuals in classroom or class display case.

Sources of Fats

TS22:23 Invite a representative from the local chapter of the American Heart Association to speak to the class about food sources that contain fats and ways to lower or limit dietary fat intake. Guide students in preparing questions prior to the speaker's arrival. Sample questions include the following: What are the purposes of placing nutrition labels on foods? Why has knowledge about fat content of foods become a growing issue for consumers? How can consumers become more aware of the fat content in their diets? What are examples of foods highest in saturated fat? What are acceptable lower-fat substitutions for these foods? What are ways to lower or avoid foods high in fat content? What percentage of calories should come from fat in a heart-healthy diet? Ask each student to write a summary on the information presented by the American Heart Association representative. Collect assignment.[B]

TS22:24 Ask each student to visit a restaurant or hotel facility that provides food service to the public. Have each student examine the items on the menu and make note of the foods that contain high amounts of fat as well as the foods that are non-fat or low-fat. Lead a class discussion about reasons for incorporating low-fat food choices in hospitality service menus. KEY QUESTIONS: What types of high-fat foods are often served in restaurant and hotel food service establishments? What makes these high-fat foods popular menu items? What efforts have been made by food service directors to incorporate low-fat selections in menus? How has current consumer awareness on nutritional health issues affected the choices available in menu items of food service operations? CRITICAL QUESTIONS: Why might the inclusion of low-fat menu items be crucial to the success of many of today's food service operations? How can food service establishments keep abreast with current food, nutrition wants, and needs of patrons?

TS22:25 Ask each student to compare the fat content on the labels of two similar food products. (Examples of food products that could be compared include yogurts, ice creams, frozen pizzas, crackers, cans of chili, cold cuts, and pudding mixes.) Have students present findings to the class. Presentations should be accompanied with a visual aid that illustrates how the two similar food products compared in fat content. Lead a class discussion summarizing results of presentations. KEY QUESTIONS: Is one brand name food product recommended over another of the same food product because of its lower-fat content? What lower-fat substitutions can be suggested for each of the food products presented? Display visual aids in the classroom or class display case.[B]

VITAMINS

TS22:26 Have each student conduct library research into vitamins and write a report titled, "What are Vitamins and Where are they Produced?" Allow student volunteers to share their reports with the class. Lead a class discussion about the information presented. KEY QUESTIONS: What are vitamins? Why are vitamins essential to humans? Which vitamins cannot be naturally produced in the human body?

Functions and Sources of Vitamins

TS22:27 Divide the class into five groups. Instruct each group to develop a menu for a food service operation that includes foods rich in both water-soluble and fat-soluble vitamins. Assign each group one of the following food operations from which to develop a menu:

- Cajun
- Indian
- Italian
- Mexican
- Oriental

Have an elected group leader from each group present menu suggestions to the class without indicating which foods contain which vitamins. Allow student audience to guess which food items represent which vitamins.

TS22:28 Lead a class discussion about the difference between water-soluble vitamins and fat-soluble vitamins. KEY QUESTIONS: Which of the groupings of vitamins can be toxic? Under what conditions can these vitamins become toxic? What are the four fat-soluble vitamins? What are two water-soluble vitamins? How is it possible for water-soluble vitamins to lose their nutritional value?[B]

TS22:29 Invite a local extension agent or dietary specialist to speak to the class about the functions and sources of vitamins. Guide students in preparing questions prior to the speaker's arrival. Sample questions include the following: What are the main functions of each vitamin? Which foods are rich in vitamin A? vitamin D? vitamin E? vitamin K? vitamin C? B vitamins? What are the names of the different B vitamins? In what ways are these vitamins different? In what ways are B vitamins the same? Why is knowledge about the functions and sources of vitamins important for persons employed in food service establishments? How might this knowledge affect preparation techniques and other aspects of food service? Ask each student to describe (on paper) a real-life vitamin related situation that might occur in a food service operation. Collect assignment.

TS22:30 Divide the class into small groups to design a poster that illustrates, in graph-type format (using grids), the water-soluble vitamins, the fat-soluble vitamins, the function of each vitamin, and one to three examples of food sources for each vitamin. Display visuals in the classroom or class display case.

MINERALS

TS22:31 Have each student conduct library research into minerals and write a paper titled, "What are Minerals and Where are They Found?" Allow student volunteers to share their papers with the class. Lead a class discussion about the information presented by students. KEY QUESTIONS: What are minerals? Where are minerals found? Why does the human body need minerals? What are the seven main minerals needed by the body? What are the names of other minerals used by the body?

TS22:32 Display a transparency of Teaching Aid 99, How We Obtain Minerals From the Earth. Lead a class discussion about the illustration on the Teaching Aid. Explain the process that takes place in order for humans to obtain minerals for their bodies. Ask each student to answer the following question: For what purpose does the human body use minerals? Discuss students' answers in class. CRITICAL QUESTIONS: How does the human body obtain minerals? What physical symptoms might result from mineral deficiencies?[B]

Functions and Sources of Minerals

TS22:33 Have students prepare for this Teaching Strategy by bringing to class magazines that contain pictures of foods. Divide the class into small groups and provide each group with one large posterboard. Instruct each group to create a visual display illustrating food sources containing the following minerals:

- iron
- magnesium
- phosphorus
- potassium

Have an elected group leader from each group present their group's visual display to the class. Display visuals in the classroom or class display case.

TS22:34 Invite a dental hygienist or dental provider to speak to the class about fluoride. Guide students in preparing questions prior to the speaker's arrival. Sample questions include the following: How is fluoride provided in the diet? What role does fluoride play in dental health? How can too much fluoride affect dental health? How can not enough fluoride affect dental health? What is the purpose of fluoride dental treatments when sufficient fluoride is available in the local drinking water? How are fluoride amounts in water supplies measured? What are acceptable levels of fluoride in water supplies? Lead a class discussion about how to check water supplies for fluoride content. CRITICAL QUESTION: Of what benefit would it be for a food service operation to have information about the fluoride content in the water supply of their kitchen facilities?

WATER

TS22:35 Have each student conduct library research into water and write a paper titled, "What is Water and Why is it Important to the Human Body?" Allow student volunteers to share papers with the class. Lead a class discussion about the information from student presentations. KEY QUESTIONS: What is water? What foods contain water? CRITICAL QUESTION: Why is water not considered to be a true nutrient?[B]

Functions and Sources of Water

TS22:36 Invite a nutrition specialist to speak to the class about the importance of water for the survival of human beings. Guide students in preparing questions prior to the speaker's arrival. Sample questions include the following: What percentage of the human body is made up of water? How long can the human body survive without food? How long can the human body survive without water? Why does the body need water to function properly? What is the daily recommended amount of water that should be consumed by each person? What physical symptoms might occur due to a low intake of water? Ask each student to write a report on the importance of proper daily intakes of water. Collect reports.[B]

TS22:37 Lead students to brainstorm foods that are high in water content such as fruits, vegetables, and gelatin desserts. Write answers on the chalkboard or overhead projector and lead a class discussion on the role that water plays in dietary health. KEY QUESTIONS: What in the body is transported by water? How does water affect muscle and joint movement? How does water regulate body temperature?[B]

23

Nutrient Retention

ESSENTIAL ELEMENT

- Relate food preparation and service techniques to the retention of nutrients.(V5B)

OBJECTIVES TO ACHIEVE

- Discuss the importance of using proper food preparation and service techniques for the retention of nutrients.
- Explain the effects of food preparation and service techniques on retention of proteins.
- Analyze the effects of food preparation and service techniques on retention of carbohydrates and fats.
- Describe the effects of food preparation and service techniques on retention of vitamins and minerals.

IMPORTANCE OF USING PROPER FOOD PREPARATION AND SERVICE TECHNIQUES

TS23:1* Write the phrase "Retaining the Nutritional Value of Foods" on the chalkboard or overhead projector. Lead a class discussion on the meaning of this phrase. KEY QUESTIONS: What are the two purposes of retaining nutritional values of foods? Between what temperatures are food-borne organisms most likely to multiply? What term is used to identify this temperature range?

TS23:2 Obtain and view the videotape *The Danger Zone* (30 minutes) from the Texas Department of Health Audiovisual Library. (See reference list item number one for further information.) Lead a class discussion on the following suggestions for running a safe deli:

- Avoid cross contamination.
- Clean up as you go along.

* TS 23:1 indicates teaching strategy, chapter 23, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

- Do not prepare or serve food without following proper food-handling techniques.
- Keep equipment and utensils properly cleaned and sanitized.
- Make good personal hygiene a top priority.
- Make sanitation your most powerful merchandising tool.
- Prevent food-borne illness by keeping deli food out of the danger zone temperature range.
- Properly monitor product shelf-life.
- Use first in, first out (FIFO) rules.

KEY QUESTIONS: In what ways can each of these rules be properly followed through by employees? What might managers do to enforce these rules? CRITICAL QUESTION: What kind of jeopardy might food service businesses be placing customers in by not applying each suggestion as listed?[B][C]

TS23:3 Divide the class into pairs (or small groups) and assign each pair (or group) the task of researching and preparing a report on one of the following food-borne illnesses:

- clostridium perfringens
- salmonella
- staphylococcus aureus

Reports should include information such as the cause of the illness, characteristics of the illness, prevention of the illness, and food sources of the illness. Allow pairs (or groups) of students to present findings to the class using a visual display that identifies the causes, characteristics, prevention, and food sources of the illness. Display visuals in the classroom or class display case.[B]

TS23:4 View the videotape *Kitchen Sanitation: Fighting Food-borne Illness* (18 minutes) from the Texas Department of Health Audiovisual Library. (See reference list item number one for further information.) Lead a class discussion about the various topics brought up in the videotape. KEY QUESTIONS: What are the three stages of food handling where the battle of contamination must be fought? What are three organisms that cause food borne illness? How is freshness of fish determined? of meat and poultry? Why should all new shipments be dated? What should be checked for on canned goods? Where should the ice level reach for holding cold foods? Where is the coldest area of a walk-in refrigerator? Bacteria will fail to survive and multiply if deprived of what? Which bacteria need oxygen in order to thrive? Which bacteria do not require oxygen in order to thrive? What are six general rules to follow in order to prevent food contamination from occurring? (Answers to this last question can be found on Teaching Aid 100, Six Steps For Preventing Food Contamination.)[C]

TS23:5 Display a transparency of Teaching Aid 100, Six Steps For Preventing Food Contamination. Ask each student to choose one of the steps listed on the Teaching Aid of which to write. Each account should emphasize (by creating a fictitious situation) the importance of that step in the prevention of food contamination. Accounts should include fictitious persons involved, how and why the rule was broken, and repercussions resulting from that broken rule. Have student volunteers share individual situations with the class. Lead a class discussion using examples from students' accounts about how foods become contaminated. KEY QUESTIONS: What is cross-contamination? How can foods be quickly cooled? CRITICAL QUESTION: Considering each rule one at a time, under what situations might an employee be tempted to neglect each specific rule?[C]

TS23:6 Divide the class into three or six groups to develop skits that emphasize the following rules in the prevention of food contamination:

- avoid cross-contamination
- cool down foods quickly
- handle food as little as possible
- prepare as close to service as possible
- prepare only what you need
- reheat foods to proper temperatures

Skits should depict breaking the rule and the consequences of breaking the rule, followed by a demonstration of proper procedures for application of the rule. If there are six groups, each group should be assigned one rule, and if there are three groups, each group should be assigned two rules. Allow groups to present skits to the class.[C]

TS23:7 Have students view the videotape *The Danger Zone* from Teaching Strategy 23:2. (See reference list item number one for further information.) Duplicate and distribute Teaching Aids 101a-b, The Danger Zone Review Test. Have students complete the test. Allow students to exchange papers with other class members. Display transparencies of Teaching Aid 101-Answer Key. Go over answers and correct papers in class. Ask students to grade each others papers. Collect assignments.

TS23:8 Ask each student to choose a familiar recipe, and list each step in the preparation of this food item. Identify the food hazard that could occur at each step. Have students share outlines of steps and hazards with the class. Encourage class audience to comment about the impending food hazard and how to avoid it. Collect assignment.[B]

TS23:9 Have students view the videotape *Safe Food Handling Techniques* (22 minutes) from the Texas Department of Health Audiovisual Library. (See reference list item number one for further information.) Provide each student with one blank sheet of paper and one lined sheet of paper. On the blank sheet of paper, have each student design a flow chart as described in the videotape presentation. On the second lined piece of paper, instruct each student to answer the following questions:

- What are the factors involved in food poisoning?
- What does HACCP stand for and why was it developed?
- Does a steam table heat up at high enough temperatures to kill bacteria? Why?

Collect both assignments.[C]

Storage Techniques

TS23:10 Display a transparency of Teaching Aid 102, Types of Storage. Lead a class discussion about the three kinds of storage used in food service establishments. KEY QUESTIONS: Between what range of temperatures should refrigerators be functioning? Why? At what temperature should freezers be functioning? Why? What is the purpose of maintaining temperatures between 50°F - 70°F in dry storage areas? What are four environmental factors responsible for reducing the nutritional values of foods? How can proper storage techniques reduce the possibility of the loss of nutrients in foods?

TS23:11 Obtain and view the videotape *Receiving and Storing Food Safely* (10 minutes) from the Texas Health Department Audiovisual Library. (See reference list item number one for further information). Lead a class discussion on the information obtained from the videotape. KEY QUESTIONS: What should employees check for prior to accepting merchandise deliveries? What are examples of products that should be rejected? What information should be included in the rejection report? What is FIFO? In what order should the following foods be stored: fresh foods, frozen foods, and dry/canned foods? Where and how should chemicals be stored?[C]

TS23:12 Duplicate and distribute Teaching Aid 103, Dilemmas Involving Storage Techniques. Instruct each student to follow the directions at the top of the page and record answers for all four cases on a piece of paper. (Refer students to pages 252-253 of the Reference Book for guidance in completing this Teaching Strategy.) Have students share their solutions/answers for each case (one case at a time) with the class. Discuss students' conclusions with the class stressing the importance of proper storage techniques. Collect assignment.

Preparation Techniques

TS23:13 Obtain and view the videotape *Safe Foodhandling: Preparation and Service* (26 minutes) from the Texas Department of Health Audiovisual Library. (See reference list item number one for further information.) Have each student produce at least two questions from the information given on the audiovisual. Collect all questions and divide the class into two teams. Direct questions one at a time, to each student—alternating questions from one team to the next. Each correctly answered question is worth one point. The team with the most accumulated points at the end of the competition is the winning team. Suggestions for questions include the following:

- How can one tell if a food is contaminated?
- How should the following be handled: silverware, glasses, cups, and plates?
- In what types of foods do microorganisms most commonly multiply?
- What are alternative safe thawing methods?
- What are "danger zone" temperatures?
- What are the guidelines for holding cooked foods?
- What is batch cookery?
- What is significant about the "four-hour clock?"
- What is the difference between spoilage and contamination?

- What is the main food related health risk of self-service food bars?
- Why should foods never be thawed at room temperature?
- Why should two temperature readings be taken of foods?
- Why should prepared foods be physically stored above raw foods?
- Why should leftover meats be cut into small portions prior to refrigerating?[C]

TS23:14 Allow students to work in pairs to research and prepare a report on one of the following factors that cause nutrient loss:

- alkalies and acids
- high temperatures
- long cooking times
- oxidation
- plant enzymes

Students should prepare an explanation as to how and why that factor causes nutrient loss in foods. Have students bring a visual display (for example: for "long cooking times" students might bring pictures of carrots cooked for a long time and carrots cooked for a short time to show the class audience; Posters, pictures, or transparencies may also be used as visuals). Allow pairs of students to give presentations to the class and encourage class audience to direct questions to presenting students. Display poster or picture visuals in the classroom or class display case.[B]

TS23:15 Lead students to brainstorm ways to incorporate vitamin-rich liquids into their diets. Write answers on the chalkboard or overhead projector. Lead a class discussion on the topic of saving and reusing water-soluble nutrients. KEY QUESTIONS: Why would the liquid used to cook potatoes contain a greater amount of vitamins than the liquid used to soak potatoes? What is the approximate percentage of nutrients lost into the liquid portion of canned foods?[B]

Cooking Methods

TS23:16 Duplicate and distribute Teaching Aid 104, Retaining Nutrients During Cooking. Have each student follow the instructions on the Teaching Aid. (Refer students to page 254 of the Reference Book for basic information; however, some additional research may be necessary.) Discuss the effects of each cooking method on the nutrients of foods. Collect completed Teaching Aids. KEY QUESTIONS: What is the difference between steaming and braising? Which of the two cooking methods retains nutrients best? Why? Which retains nutrients most efficiently steaming or boiling? Why? Which of the cooking methods has the most disadvantages? Which method of cooking is the best choice for retaining the greatest amount of nutrients?

TS23:17 Prepare index cards ahead of time. Write one of the following terms on each index card:

- bake
- boil
- braise
- broil

- grill/panbroil
- microwave
- pressure steam
- steam
- stir-fry

Have students work in small groups and provide each group with one of the prepared index cards. Each group will write about the cooking method listed on the prepared index card. Instruct groups to design visual displays that illustrate step-by-step instructions about the assigned cooking method. Posters should be colorful, illustrated, easy to understand, and attractive. Each group should include information about how to avoid the loss of nutrients in foods prepared from using the specified cooking method. Allow each group to present visuals to the class. Display in the classroom or class display case.[C]

RETENTION OF PROTEINS

TS23:18 Discuss the cooking of protein foods in relation to the cooking methods listed on Teaching Aid 104, Retaining Nutrients During Cooking. Speculate the characteristics of a cooked chicken that has undergone each cooking method listed. KEY QUESTIONS: Which cooking method might render the protein indigestible? What causes meat to become indigestible? At what temperatures should protein foods be cooked? Which cooking method causes nutrients to drip out of the meat being cooked?[B]

TS23:19 Ask each student to write a paper explaining the phrase, "When Protein Foods are Overcooked, Nutrients are lost." (Students may need to conduct some outside research into this topic.) Contents of papers should include the following information:

- cooking methods that promote nutrient retention in protein foods
- nutrients that are lost and how nutrient loss occurs in proteins
- preparation methods that encourage nutrient loss in protein foods
- preparation methods that promote nutrient retention in protein foods

Have student volunteers share papers with the class. Collect assignment.[B]

RETENTION OF CARBOHYDRATES AND FATS

TS23:20 Divide the class into small groups to discuss and answer one of the following questions:

- What happens when carbohydrate foods are cooked?
- What happens when foods containing fats are cooked?

Groups should describe how nutritional values of foods are affected during the cooking process. Provide three food examples to illustrate and explain the affects of cooking on all three carbohydrate foods (or all three types of foods containing fats). Ask groups to suggest preparation instructions for each food example. Allow an elected leader from each group to present results to the class. Lead a class discussion about alternative preparation techniques that would diminish nutrient loss. KEY QUESTIONS: What happens to the sugars and starches of carbohydrate foods during cooking? How can methods of cooking affect the number of calories in foods containing fats? How can potatoes be prepared that would result in minimum nutrient loss? How should stewed prunes be served to maximize nutritional value? How can nutrients be lost in the process of preparing frozen concentrated orange juice? (Using hot water to dilute frozen concentrated juice will destroy vitamin C.)

TS23:21 Lead a class discussion on the topic of retaining nutritional values of raw fruits and vegetables. KEY QUESTIONS: Do wilted vegetables contain less nutrients than the unwilted version of the same vegetable? Why? Do wilted vegetables contain less flavor than the unwilted version of the same vegetable? What are ways to prevent vegetables from wilting? CRITICAL QUESTION: Why are vegetables and fruits more nutritional when eaten raw?

RETENTION OF VITAMINS AND MINERALS

TS23:22 Have each student write a comparison paper on the difference between heat destruction and light destruction of vitamins and minerals in foods. Allow student volunteers to share papers with the class. Lead a class discussion about heat and light destruction of nutrients in foods. Collect assignment. KEY QUESTIONS: Which vitamins/minerals can be destroyed by light? Which vitamins/minerals can be destroyed by heat? What are ways of avoiding the destruction of both heat and light sensitive vitamins/minerals? What is often added to cooked vegetables to improve the appearance of the vegetable? How can this be harmful to the vitamin/mineral value of those foods?[B]

TS23:23 Have pairs of students work together to create a visual display entitled "Helpful Hints For Retaining Vitamins and Minerals." Visuals should be divided into two columns. Label one column Do's and the other column Don'ts. (Refer students to pages 255-256 of the Reference Book for further information.) This Teaching Strategy may be introduced as a competition for students. The student pair that accumulates the largest number of helpful hints about retaining vitamins and minerals without repeating a hint is the winner. Awards may be presented to top three winners. Display visuals in the classroom or class display case.

TS23:24 Write the following individual vitamins on the chalkboard or overhead projector:

- A
- B-12
- biotin
- C
- carotene
- E
- folic acid
- K
- pyridoxine

- riboflavin
- thiamine

Have students write down the correct answers from the bullet list above that apply to the following questions:

- Foods containing which vitamins should not be soaked?
- Heat causes which vitamins to loose their qualities?
- Which vitamins are destroyed by oxidation?
- Which vitamins easily dissolve in water or liquids?
- Which vitamins can be destroyed by heat alkaline or acid mediums?
- Which vitamins can be destroyed by light?

24

Housekeeping Procedures and Sanitation Standards

ESSENTIAL ELEMENT

- Demonstrate appropriate housekeeping procedures and sanitation standards.(v5C)

OBJECTIVES TO ACHIEVE

- Identify food-borne illnesses that result from poor sanitation.
- Summarize correct housekeeping procedures and sanitation standards.
- Follow personal sanitation procedures.
- Demonstrate correct dishwashing procedures.
- Describe correct methods for cleaning equipment, maintaining facility sanitation standards, and controlling pests.

FOOD-BORNE ILLNESSES

TS24:1* Duplicate, distribute, and have each student complete Teaching Aid 105, What is Causing My Illness? Review and correct papers in class, allowing students to share answers. Lead a class discussion about symptoms of food-borne illnesses. KEY QUESTIONS: What is the difference in symptoms between Suat's illness and Mrs. Brandon's illness? How can you tell that both of their illnesses are not caused by the same bacteria/virus? CRITICAL QUESTION: What could have been done in each case study that would have protected guests from getting sick?[B]

TS24:2 Have students view the videotape *Food Safety is no Mystery: Sanitation* (34 minutes). This videotape can be borrowed from the Texas Agricultural Extension Service. (To request a copy, contact the extension agent in your local area.) Write the following questions on the chalkboard or overhead projector and have each student provide a written answer for each question:

- What are safe ways to thaw frozen foods?

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* TS 24:1 indicates teaching strategy, chapter 24, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

- What are three examples of personal hygiene in the kitchen?
- What is cross-contamination and how does it occur?
- What is the "danger zone" temperature range for foods?
- What is the purpose of rapid cooling of leftover foods?
- What prevention techniques can be employed to prevent cross-contamination?
- What techniques are used to cool foods rapidly?
- Where in the refrigerator should meats be thawed? Why?

Allow student volunteers to read their answers to the class. Collect assignment.[B][C]

TS24:3 Assign pairs of students to interview a food service supervisor, manager, or health department official about ways to prevent food-borne illnesses from occurring in food service facilities. Guide students in preparing questions prior to the interviews. Sample questions include the following: What are examples of sanitation errors that commonly occur in food service environments that could result in food-borne illnesses? If food-borne illness does occur as a result of unsanitary conditions or improper handling of food, what consequences might the food service facility have to face? What is the difference between personal sanitation and employee or workplace sanitation? How are sanitary conditions monitored in the workplace and how are employees' personal sanitary habits monitored? What basic standards must be observed in order to prevent food-borne illnesses from occurring at a food service facility? Have each pair of students share findings with the class.[B]

TS24:4 Divide the class into small groups. Have each group brainstorm ways that foods can become contaminated. Ask each group to limit brainstorming ideas to one of the following assigned categories:

- animal contamination
- microbiological contamination (bacteria, viruses, yeasts, and molds)
- physical contamination (dirt and dust)

Have an elected group leader report group results to the class. Ask a student volunteer to write responses on the chalkboard or overhead projector. (Examples of ways that foods can become contaminated include sneezing, coughing, unclean hands, unclean fingernails, unsanitary equipment or dishes, employees with illness, infected or wounded hands, unsanitary restroom conditions, plants, dust on floors and counters, dirty rags or sponges, sewage line leakages, and pet hair on clothing of employee.) Ask each student to develop and describe a situation involving food contamination that began as a result of one of the examples listed on the chalkboard or overhead projector. Ask students to share situations with the class.[B][C]

TS24:5 View the videotape *Cleaning and Sanitizing* (25 minutes) from the Texas Department of Health Audiovisual Library. (See reference list item number one for further information.) Lead a class discussion to reinforce the information presented in the videotape. KEY QUESTIONS: What is the result of the multiplication of bacteria in foods? How did food-borne illness occur at the city cafe? Why would guests in a restaurant assume that plates, glasses, and flatware are unsanitary if they appear streaky or filmy? What is the difference between clean and sanitary? What are the five steps involved in hand sanitizing dishes? How long should dishes be immersed in the sanitizing solution? Why is it important to know when to clean and sanitize equipment? Why should cutting boards be cleaned and sanitized periodically even if similar foods have been in contact with the surface? For what are non-food contact buckets and contact food buckets used? Why is it not necessary to chemically sanitize grills? What are the advantages of single service items? What can garbage odors attract?[B]

HOUSEKEEPING AND SANITATION STANDARDS

TS24:6 Order copies of the booklet *Preventing Slips and Falls* from the National Safety Council. (See reference list item number four for further information.) Divide the class into small groups to discuss the following question: What are the four rules for preventing falls as identified in the booklet? Ask each group to provide at least one example to support each rule as that rule applies to hospitality facility environments. Have each group prepare a visual display titled "Tips for Preventing Slips and Falls in Hospitality Facilities." Display visuals in the classroom or class display case. Lead a class discussion about preventing slips and falls in hospitality facility environments. KEY QUESTIONS: In what locations of hospitality facilities do slips and falls occur most frequently? Why should proper lighting be considered a safety factor? Where in a hospitality facility would lighting for safety purposes be found? (Answer: places such as outdoor walkways, stairs, aisles, and hallways.) What are the differences between safety shoes and regular shoes? How can slips be avoided?[C]

TS24:7 Invite a health inspector from the State Department of Health to talk to the class about the proper procedures involved in both heat and chemical sanitation. Guide students in preparing questions prior to the arrival of the speaker. Sample questions include the following: What is the difference between heat sanitation and chemical sanitation? What does sanitation have to do with disinfecting and sterilizing? Ask each student to write a paper discussing the difference between heat sanitation and chemical sanitation. Collect assignment.[C]

TS24:8 Obtain and have students view the videotape *Food Service Facilities and Equipment* (10 minutes) from the Texas Department of Health Audiovisual Library. (See reference list item number one for further information.) Lead a class discussion about the material presented in the videotape. KEY QUESTIONS: How can the physical layout of a kitchen affect food sanitation? What are the purposes of separating certain kitchen areas from each other? Of what importance are the following to food service kitchens:

- floor materials
- non-porous cutting surfaces
- quality lighting
- rounded-edge equipment surfaces
- smooth wall and ceiling textures
- stainless steel equipment and surfaces

What is the purpose of having a six-inch toe space under kitchen floor equipment? What temperatures are recommended for holding prepared foods?

What water temperatures are recommended for washing dishes? for rinsing dishes?[C]

TS24:9 Lead students to brainstorm advantages of practicing good storage techniques. Ask a student volunteer to write responses on the chalkboard or overhead projector. Lead a class discussion about the importance of good storage techniques. KEY QUESTIONS: What is the purpose behind the requirement that food service items be stored a minimum number of inches above the floor? Why should chemicals and cleaning supplies be stored away from food items? How can foods become contaminated through poor storage techniques?[C]

TS24:10 View the videotape *Know Your Dining Places* (14 minutes) from the Texas Department of Health Audiovisual Library. (See reference list item number one for further information.) Lead a class discussion about the contents of the material presented in the videotape. KEY QUESTIONS: What types of businesses and persons are affected by food services? What are the six identified guidelines to a well-run food service facility? (Have students list specific practice suggestions and safety precautions as pointed out in the video.) Who are the main health regulatory agencies that monitor standards at food service facilities? CRITICAL QUESTIONS: What is the value of training and guidelines for employees of food service establishments? In what ways do training and guidelines promote health and safety, create customer service, and affect business success?[C]

PERSONAL SANITATION PROCEDURES

TS24:11 Display a transparency of Teaching Aid 106, Proper Handwashing Methods. Lead a class discussion stressing the significance of each handwashing step as listed on the Teaching Aid. KEY QUESTIONS: Why is the use of warm water recommended over the use of cold water? What is the reason for letting water flow from above, down the wrist toward the fingertips when rinsing hands? What are the advantages of hot air dryers?[C]

TS24:12 View the videotape *Kitchen Sanitation: In Your Hands* (18 minutes) from the Texas Department of Health Audiovisual Library. (See reference list item number one for further information.) Have each student write a paper which addresses the following:

- Describe the proper procedure for washing hands.
- What good grooming habits can employees practice at work?
- What is the difference between clean equipment and sanitized equipment?
- When should hands be washed?
- Which good grooming habits should employees execute prior to leaving their residence each workday?
- Why should employees wash their hands even after wearing plastic gloves?

Allow student volunteers to share answers with the class. Collect papers and grade.[C]

TS24:13 Divide the class into small groups. Have each group develop a skit that illustrates improper personal sanitation. Instruct each group to include five incidents of unacceptable personal sanitation in each skit. (Allow groups a proper amount of preparation time in order to collect needed props.) Ask the student audience to identify (on paper) the personal sanitation oversights that were observed in each skit. Following skits, allow student audience to share their observations as written. After each skit has been evaluated by peers and suggestions made, have members of each skit team regroup to present an alternate version of their skit in which improper personal sanitation techniques are replaced with proper personal sanitation techniques.[C]

TS24:14 View *Employee Health and Hygiene* (24 minutes) from the videotape training series called *Serving Safe Food.* This videotape can be obtained from the Texas Department of Health Audiovisual Library. (See reference list item number one for further information.) Ask students to recall the personal sanitation rules pointed out in the videotape that should be practiced by all food service employees. Have a student volunteer write answers on the chalkboard or overhead projector. Lead a class discussion about the impact that health and hygiene can have in the food service industry. KEY QUESTIONS: What kind of publicity did the restaurant get? What setbacks can a food facility suffer as a result of this type of publicity? Who is affected by the setbacks?[C]

DISHWASHING PROCEDURES

TS24:15 Gather and set up the following props to demonstrate two methods used by food service facilities for busing tables:

- First demonstration props—1 table, 1 bus tub for busing table, 1 bus tub for glassware, 1 hamper, 1 container with presoak solution, 4 cloth napkins, 4 dinner plates, 4 dessert plates, 4 settings of silverware, 4 water glasses, trash can, 1 inch to 2 inch pieces of cut up colored paper that will represent food on plates.
- Second demonstration props—1 tray, 1 table, 1 side table, 1 hamper, 1 bus tub with presoak solution, 4 cloth napkins, 4 dinner plates, 4 dessert plates, 4 settings of silverware, 4 water glasses, trash can, 1 inch to 2 inch pieces of cut up colored paper that will represent food on plates.

Duplicate and distribute Teaching Aid 107, Two Methods For Busing Tables. Allow students to follow the steps on the Teaching Aid as they are performed in each teacher demonstration. After both demonstrations have been observed and understood by students, instruct students to practice both procedures taking turns using props. Have students discuss alternate ways to bus tables that they may have observed or practiced at a food service facility.[C]

TS24:16 Invite a food service supervisor or sales representative who is knowledgeable about the operation of institutional dishwashers. Ask the speaker to talk about proper procedures and guidelines for sanitizing dishes, glasses, flatware, pots, and pans. Guide students in preparing questions prior to the arrival of the speaker. Sample questions include the following: What water temperatures are necessary to properly wash and sanitize dishes? How often are dishwashers inspected for proper water temperatures? What preliminary steps should be followed prior to allowing flatware run through the dishwasher? What preliminary steps should be followed prior to allowing glassware to run through the dishwasher? tableware? pots and pans? Why does the health department recommend that dishes be air-dried? What kind and what amount of detergent is used in institutional dishwashers? What is the proper procedure for handwashing dishes in food service facilities? Have each student write a summary paper on the information presented by the guest speaker. Collect assignment. CRITICAL QUESTION: What are the differences between sanitizing dishes in food service establishments and sanitizing dishes in private homes?[B][C]

TS24:17 Prepare for this Teaching Strategy by bringing samples of flatware, glassware, and tableware, such as cups, plates, and bowls. Display a transparency of Teaching Aid 108, Handling Clean Dishes. Lead a class discussion about the illustrated procedures on the Teaching Aid, and allow each student to practice handling dishes in a sanitary manner. KEY QUESTIONS: Why should tableware, flatware, glassware, and utensils be handled in certain ways? Whose safety is involved? Is employee safety an issue? In what ways?[C]

TS24:18 The videotape *Food Service Facilities and Equipment* from the Texas Department of Health Audiovisual Library is suggested in Teaching Strategy 24.8. Information about dishwashing temperatures and dishwashing procedures are explained and may be used as a Teaching Strategy in this section as well.

TS24:19 Conduct an experiment to demonstrate the growth of bacteria on improperly cleaned equipment. Arrange several small non-porous disposable bowls or cups containing food or beverage residue in one area of the classroom. Label each container clearly and cover containers loosely with wax paper. Fruit juice, soft drink, sweetened tea, coffee, a small piece of bread, ice cream, a piece of rice, a green bean, and condiments may be used. Have students check the containers regularly and note when bacterial growth or physical changes are observed. (To enhance this experiment obtain a microscope and have students view the presence of microscopic bacterial growth before it becomes visible to the naked eye.) Have each student keep a daily log with written observations about the contents of each container. Ask student volunteers to share their observation notes with the class and allow class audience to comment on results. KEY QUESTIONS: How long did it take for the growth of bacteria to be readily visible? Was bacteria present before it could be seen? What differences were observed concerning bacterial growth? Did odors develop? After how long? CRITICAL QUESTIONS: Why is it important to follow proper sanitation procedures? What results can be expected if improper sanitary procedures are practiced in food service facilities?[B]

METHODS FOR CLEANING EQUIPMENT, MAINTAINING FACILITY STANDARDS, AND CONTROLLING PESTS

TS24:20 Make prior arrangements for students to visit a lodging operation that also maintains a food service facility. Ask the manager/owner to arrange demonstrations on cleaning kitchen and hospitality equipment for students to observe. Discuss common methods recommended for cleaning and maintaining specific pieces of equipment in that hospitality service facility. Guide students in preparing questions prior to visiting the hospitality operation. Sample questions include the following: What are the names of five different cleaning products used regularly for the cleaning of equipment at this facility? What are the uses of each of these products? What are degreasers and for which pieces of equipment are degreasers used? What is a cleaning schedule? Which pieces of equipment should be included in a cleaning schedule? What is bleach used for and what dilution ratio of water to bleach is recommended? How and how often are walk-in refrigerators and freezers cleaned? Have each student write a paper describing a step-by-step cleaning procedure for one of the pieces of equipment that was discussed at the hospitality facility. Allow student volunteers to share papers with the class. Collect assignment.[B][C]

TS24:21 Obtain and have students view the videotape *Housekeeping and Pest Control* (ten minutes) from the Texas Department of Health Audiovisual Library. (See reference list item number one for further information.) Lead a class discussion about the topics covered on the videotape. KEY QUESTIONS: What similarities and differences do houseflies, blowflies, and fruit flies share? What measures can persons in hospitality services take in order to eliminate or control the population of flies? What types of foods are cockroaches attracted? Why are cockroaches difficult to control? What is the purpose of metal kick-plates on doors? What health hazards do rodents pose? In what cases should professionals be contacted to handle pest control problems?

TS24:22 Duplicate and distribute Teaching Aid 109, Knowing and Controlling Pests. Have each student choose one of the insects on the Teaching Aid to research and write about. Research papers should include information about the varied ways in which the infestation of that insect would impact a hospitality service establishment. Have students present reports to the class on the specific insect chosen and include a visual aid to help make the presentation more interesting. Allow student audience to ask questions following each presentation. Display visuals in the classroom or class display case.[B]

TS24:23 Lead a class discussion about the problems of standing water in food service kitchen areas. KEY QUESTIONS: Why do drain problems often occur in facilities built on flat land? Why would the health department be concerned about a backed up floor drain? What substances besides rainwater will often back up into the drain? What can be done to open up drain lines? What procedures should employees follow in order to properly clean up the area around and the equipment used to unclog a drain?[C]

TS24:24 Invite a pest control specialist to speak to the class about pest control measures used in hospitality service establishments. Guide students in preparing questions prior to the speaker's arrival. Sample questions include the following: What are signs to look for that indicate a possible pest problem? What pest control measures are best handled by professionals? Why? What are the most common chemicals used for pest control? What special cautions or procedures are necessary for controlling pests in food service facilities? What precautions and safety measures are used in storing and disposing of chemicals? Have each student write a paper titled "Identifying Pest Problems."[B]

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Choice of Food Service Equipment

ESSENTIAL ELEMENT

- Use appropriate large and small food service equipment for prescribed task.(v5D)

OBJECTIVES TO ACHIEVE

- Identify food service utensils and equipment.
- Determine which equipment is appropriate for various food preparation tasks.

UTENSILS

TS25:1* Lead students to brainstorm names of utensils and equipment used in the kitchens of food service facilities. Ask a student volunteer to write responses on the chalkboard or overhead projector. Have each student take out a piece of paper and writing utensil, and draw a lengthwise line down the center of the page to create a two-column page. Instruct students to write the word "Utensils" at the top of the first column and the word "Equipment" at the top of the second column. Have students fill in both columns of their papers with the utensils and equipment that are listed on the chalkboard or overhead projector. After students have completed this assignment, have a volunteer circle all the words previously listed on the chalkboard or overhead projector that qualify as kitchen utensils and place a check by all the words that qualify as kitchen equipment. Allow students to correct their own papers. Collect assignment.

TS25:2 Lead a class discussion about the differences between kitchen utensils and kitchen equipment. KEY QUESTIONS: Which would be used for storing, holding, and chilling foods: utensils or equipment? Which would be used for cleaning food service facilities: utensils or equipment? CRITICAL QUESTIONS: What cutting device can be found in a food service facility that might be considered a utensil? What cutting device can be found in a food service facility that would be considered a piece of equipment? What factor determines that one cutting device is a utensil and the other cutting device is equipment?

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* TS 25:1 indicates teaching strategy, chapter 25, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS25:3 Divide the class into small groups. Assign each group one of the following work areas to describe:

- beverages
- breads
- desserts
- dishwashing
- main course
- salads
- vegetables

Descriptions should include equipment needs, location in kitchen, and equipment needed around work area. Include a proposed layout design of the specific work area. Have each group illustrate the work area on a posterboard in order to share with class members. Have each group present conclusions and visual displays to the class audience. Lead a class discussion about the importance of layout and equipment availability to the work efficiency of each preparation area of a food service kitchen. KEY QUESTIONS: Why should the salad preparation area have easy access to a source of fresh water? What would be the benefits of locating the bread preparation area near the warmest part of the kitchen such as near the main course preparation area? CRITICAL QUESTIONS: In a small food service operation, which of the above listed work areas could easily be combined in one location without excessive adjustments? What minor adjustments would be necessary for each suggested combination?[C]

Measuring Utensils

TS25:4 Prepare for this Teaching Strategy by collecting and bringing to class a variety of commercial measuring utensils such as dry measuring cups, liquid measuring cups, ladles, scoops, food scales. (Pictures may be used if necessary.) Place these measuring utensils in a large box at the front of the classroom. Ask each student to come up, one at a time, and reach into the box of measuring utensils to pick out one item. Then instruct student to name the measuring utensil and describe in what ways and how it is used in the preparation of foods. Allow each student the opportunity of participating in this exercise.[C]

TS25:5 Lead a class discussion on the differences between measuring dry ingredients and measuring liquid ingredients. Bring samples of commercial measuring tools for measuring liquid ingredients and commercial measuring scales for measuring dry ingredients. KEY QUESTIONS: In what sizes do liquid measuring utensils come? What weight increments are displayed on the scales used for measuring dry ingredients? CRITICAL QUESTION: Why are liquid ingredients measured differently than dry ingredients?[B]

TS25:6 Prepare for this Teaching Strategy by collecting and bringing to class a variety of measuring utensils such as dry measuring cups, liquid measuring cups, measuring spoons, ladles, scoops, and food scales. Items such as flour, brown sugar, salt, baking soda, water, cereal, rice, shortening, and corn syrup should be available as food items to measure. Demonstrate the correct procedure for measuring both liquid and dry ingredients using each measuring utensil. Have students practice measuring techniques as demonstrated.[B][C]

TS25:7 Lead a class discussion on specifics about measuring foods. KEY QUESTIONS: How are procedures for measuring shortening different from procedures for measuring cereal? What utensil is used to level off a dry measuring cup? How are fractions of a teaspoon or tablespoon measured? Why should measuring equipment be placed on level surfaces in order to obtain accurate readings? For what types of foods would this practice be especially crucial? CRITICAL QUESTIONS: How can measuring techniques impact food cost? How can measuring techniques impact food quality?[B][C]

TS25:8 Duplicate and distribute Teaching Aid 110, Food Service Measuring Scoops. Explain to the class how different size scoops are used for portion control. Read over the list of uses for measuring scoops and discuss which size scoop would work best for each listed food. Justify scoop choices. Instruct each student to write down the three examples as instructed on the Teaching Aid and share ideas with the class.[C]

TS25:9 Divide the class into two teams. Have one team line up on one side of the class and the other team line up on the other side of the class. Either hold up a measuring utensil and have the first student name three food items that could be measured using that utensil or name a food item instructing student to identify the measuring utensil that should be used to measure that food. Alternate questioning from the first team to the second team. Students who answer correctly may remain standing and students who answer incorrectly or do not answer (after a predetermined amount of time) must take their seats. The team who has the most students standing after all questions have been asked, is the winning team.[C]

TS25:10 Have each student write a paper describing the differences between a portion scale and a balance scale and explain the purposes of each. Allow student volunteers to share their papers with the class. Collect assignment.[B]

TS25:11 Display a transparency of Teaching Aid 111, Thermometers Found in Food Service Facilities. Have each student select one of the thermometers from the Teaching Aid to research. Research results should include answers to the following questions:

- How is the thermometer used?
- In what ways does proper use of the thermometer help promote the safety and quality of foods?
- For What is the thermometer used?
- What special instructions should be followed when using the thermometer?
- What temperature range does the thermometer have?

Ask students to share findings with the class. Collect research material from each student.[C]

Small Utensils

TS25:12 Divide the class into four groups. (Refer groups to the sub-section titled *Small Utensils* starting on page 272 of the Reference Book. Some outside research may be necessary to complete this Teaching Strategy.) Provide each group with a large posterboard. Instruct each group to organize a five-column visual display titled "Small Utensils." List all the italicized utensils from the Reference Book on the far left-hand side column of the posterboard. Columns two through five should contain information as listed below:

- second column—description of the utensil
- third column—uses for the utensil
- fourth column—procedure for using the utensil
- fifth column—foods that often require the use of the utensil

Drawings or cut out pictures of utensils may be used, if desired. Display all four completed, corrected, and graded displays in the classroom and have students vote on the visual display that is most informative and eye-appealing. Place the winning display in the front of the classroom.[C]

TS25:13 Demonstrate the correct way to hold a knife and how to pass a knife to another person. Ask a pair of student volunteers to come to the front of the class and repeat the correct procedures as demonstrated. Allow only two student volunteers to practice at a time in front of the class. KEY QUESTIONS: Why should the point of a knife be held downward while carrying it? What part of a knife should you hand to another person first?[C]

TS25:14 List different kitchen tasks on the chalkboard or overhead projector such as slicing sandwiches, cutting fruits, slicing vegetables, coring lettuce, removing potato eyes, cutting poultry, shredding carrots, turning meats, removing french fries from grease, grasping food items or ice, dividing dough, scraping bowls, turning pancakes, beating gravies, scrubbing vegetables, and cutting decorative edges on pie crusts or pastries. Have each student take out a piece of paper and write down the name of the utensil used for each of the tasks listed on the chalkboard or overhead projector. Discuss answers in class and allow students to correct their own papers. Collect assignment.

TS25:15 Obtain samples of food service knives (such as those shown in figure 25.1 on page 273 of the Reference Book). Show each knife (one at a time) to the class. Have student volunteers identify each knife by name and explain its use. Lead a class discussion on the safe handling and care of knives. KEY QUESTIONS: Where should knives ideally be stored? Why should knives be kept separate from other utensils? For what reason should knives not be dropped into sinks or dishwashers to be washed? When should knives be sharpened? What is a sharpening steel? CRITICAL QUESTION: How is a sharpening steel used to sharpen knives?[C]

TS25:16 Invite a professional baker to come and demonstrate to the class utensils used in baking and decorating baked goods. Guest speaker may be asked to demonstrate frosting and decorating a cake. Guide students in preparing questions prior to the demonstrator's arrival. Sample questions include the following: What are the specific names for each utensil brought for the demonstration? What different kinds of rolling pins are available? Which do most bakers prefer? Why? How are errors in dark colored decorations (on light colored frosted cakes) repaired or corrected? Have each student write a paper summarizing the information provided by the guest demonstrator. Collect assignment.

TS25:17 Show and identify to students an assortment of common food service spoons such as solid, perforated, and slotted (include a skimmer). Show and identify to students an assortment of common food service brushes such as grease, pastry, vegetable, oven, kettle, and pot brushes. Allow spoons and brushes to be circulated around the classroom. While these items are being circulated around the classroom call out "freeze" and have students with utensils in their hands identify the utensil and tell its use. Allow the utensils to continue to be circulated and call out "freeze" again and repeat the same procedure as described above. Continue in this manner as desired. KEY QUESTIONS: What is a skimmer? What does a skimmer look like? What is the use of a skimmer? What is the difference between a skimmer and a perforated spoon[C]

TS25:18 Allow each student to choose one small utensil (as mentioned on pages 272-275 in the Reference Book) to demonstrate its use to the class. Each student will be responsible for seeing that all materials needed for the demonstration are available. (If demonstrating how to peel a carrot with a vegetable peeler, student must see that a carrot and vegetable peeler as well as towel or bowl for peelings is available. (Each student is responsible for personal clean-up.) Allow student audience to ask questions following each demonstration.[C]

Large Utensils

TS25:19 Write the following larger utensil terms on the chalkboard or overhead projector:

- can openers
- china cap strainer
- chinos
- colanders
- mixing bowls
- molds

Ask students to describe each utensil and what materials it is made of, the purpose of the utensil, and directions for use. Have students share their answers with the class. Lead a class discussion about the benefits and uses of these larger utensils in food service facilities. CRITICAL QUESTION: Which foods can be associated with the utensils mentioned?[C]

TS25:20 Instruct students to prepare for this Teaching Strategy by observing the varieties of bowls and molds displayed in specialty stores or departments that carry kitchen equipment. Allow students to discuss findings with the class. Lead a class discussion about the variety of bowls and molds available for use in food service facilities. KEY QUESTIONS: From what materials are bowls made? From what materials are molds made? In what sizes are molds available? What are the uses of small molds? What are the uses of medium and large molds? CRITICAL QUESTIONS: What are examples of bowls designed for a specific purpose? Why are molds available in different materials such as copper, plastic, aluminum, glass, and earthenware? Does each material produce the same final product?[C]

TS25:21 Allow student volunteers to demonstrate the use of a mold that is accessible to them. (This may require two days — one day to place prepared food into the mold, and the following day to remove the food from the mold.) Allow student audience to ask questions following each completed demonstration. KEY QUESTION: For what other purposes might each mold shown in student demonstrations be used?[C]

TS25:22 Make prior arrangements with the school food service kitchen manager to allow the class to observe the operation of a mounted commercial workbench can opener. Ask the manager to demonstrate use of the can opener, point out the parts of the can opener, and describe cleaning and maintenance procedures for the can opener. Guide students in preparing questions prior to visiting the facility. Sample questions include the following: How often should the blade of the can opener be replaced? How often should the blade be cleaned? How can metal filings sometimes fall into the contents of a can being opened? What is done in such a case? What steps can be taken to avoid this from occurring? After arriving back to class, duplicate, distribute, and have each student complete Teaching Aid 112, Bench-Type Can Opener. Collect completed Teaching Aids.[C]

Cooking Utensils

TS25:23 Lead a class discussion about the characteristics of quality cookware. KEY QUESTIONS: Why is it important that cooking utensils distribute heat evenly? What is a *hot spot* and what can hot spots cause? What are the advantages and disadvantages of aluminum cooking utensils? What is an aluminum-clad stainless steel pan? What are its advantages over an all-aluminum cooking utensil? What is the purpose of placing copper on the bottom of the exterior of stainless steel pots? Is pure stainless steel considered a good conductor of heat? How can heat conduction be improved in stainless steal cooking utensils?[C]

TS25:24 Obtain from a building supply store two small samples of all four of the following metals (one sample of each metal is to be put aside for use as a control to compare with the metals used in the experiment):

- brass
- copper
- galvanized metal
- stainless steel

Fill four glass containers partway with an acidic food such as citrus juice or tomatoes. Place one of each of the metals into its own container of acidic food. Cover and refrigerate. Observe changes in appearance of the four metals over time and compare the appearance of experimental metals with the control metals. Lead a class discussion about the findings of this experiment. Have each student write a summary of why certain metals should not be used as cooking utensils. Collect assignment. KEY QUESTIONS: What caused the experimental metals to change in appearance from the control metals? Which experimental metal did not change? How can the metals that changed affect the safety of the food that it contacts? CRITICAL QUESTIONS: Which metal is safe to use for storing foods? Why?[B][C]

TS25:25 Show students samples of cast iron cooking utensils. Explain how this cookware material retains high temperatures for long periods of time as compared to other cookware materials. KEY QUESTIONS: What are the uses of cast iron cooking utensils? Why is cast iron sometimes preferred over other cookware materials? What special care must be applied to cast iron cookware?[C]

TS25:26 Duplicate, distribute, and have each student identify the pictures of the cooking utensils found on Teaching Aid 113, What Am I, What Am I For. (Note: An error on page 277 in the Reference Book shows a tubular cake pan labeled as a springform pan. The correct illustration for a springform pan is shown on Teaching Aid 113; number as item number thirteen.) Discuss answers in class and lead a discussion on uses for each cooking utensil shown on the Teaching Aid. KEY QUESTIONS: What is the difference between a roasting pan and a baking pan? Why do some foods need to be cooked in a double boiler? When would a springform pan be used in lieu of a cake pan?[C]

Serving Utensils

TS25:27 Obtain four food service supply catalogues. Divide the class into four groups and provide each group with one of the catalogues. Instruct groups to locate and read about hotel pans and bain-marie saucepans. Lead a class discussion about the use of these serving utensils. KEY QUESTIONS: What are the uses of hotel pans? What sizes are their available sizes? What are the uses of bain-marie saucepans? From what materials are these serving utensils made? Where can these serving utensils most likely be seen by customers? What are the benefits to food service facilities that own and use hotel pans and bain marie saucepans? What commonly and frequently used food service equipment requires standard sized hotel pans or bain-marie saucepans? What are average costs of these types of serving utensils?[C]

TS25:28 Write the names of the following serving utensils on the chalkboard or overhead projector:

- au gratin dish
- buffet unit
- gravy boat
- pitcher
- sizzle platter

Have students define on paper each serving utensil listed. Allow students to share answers with the class. Lead a class discussion about the uses of these serving utensils. KEY QUESTIONS: What type of buffet unit is a steam table? What type of serving utensils are used in conjunction with a buffet unit? Under what circumstances are buffet units frequently used? What are the uses of pitchers? What is the difference between a pitcher and a gravy boat? What are the uses of gravy boats? What do gravy boats resemble? What is the difference between a sizzle platter and an au gratin dish? CRITICAL QUESTIONS: What are three kinds of foods that might be served on an au gratin dish? What are three types of foods that might be served on a sizzle platter?[C]

EQUIPMENT

TS25:29 Display a transparency of Teaching Aid 114, Food Service Equipment. Lead students to brainstorm examples to fill in the blanks on the Teaching Aid. Have a student volunteer write answers on the transparency while students are brainstorming. Lead a class discussion about large equipment used in food service facilities. CRITICAL QUESTIONS: What kind of food service equipment would be considered highly specialized? How might highly specialized food service equipment affect the production, efficiency, and quality of food?[C]

TS25:30 Make prior arrangements with the school food service kitchen manager to bring the class on a tour of the school's kitchen facilities. Ask the manager to show the large equipment to students and explain what the equipment is used for (cutting, mixing, cooking, baking, storing, transporting, and dispensing). Guide students in preparing questions prior to the tour. Sample questions include the following: What equipment is used for cooking foods? What equipment is used for preparing foods? What equipment is considered to be specifically designed for beverages? What type of food warming equipment is available? What type of food chilling equipment is available? What type of food serving equipment is available? What kind of ovens are used by the facility? Are ovens different? In what ways? What kind of storage equipment is available? What does dishwashing equipment consist of? Have each student write a paper discussing one of the following types of equipment and include information obtained on the learning tour:

- beverage equipment
- cooking equipment
- dishwashing equipment
- food warming, chilling, and serving equipment
- preparation equipment
- storage equipment

Allow student volunteers to share their papers with the class. Collect assignment.[B][C]

Cooking Equipment

TS25:31 Have each student prepare a five to ten minute oral presentation on one of the following pieces of cooking equipment found in food service operations:

- broiler
- convection oven
- conventional oven
- deck oven
- deep fryer
- exhaust hood
- griddle

- grill
- high pressure steamer
- impingement oven
- microwave oven
- proofer
- range
- reconstitution oven
- revolving oven
- tilting skillet
- toaster oven
- trunnion kettle/steam-jacketed kettle

Allow students to use prepared visuals such as handouts, posters, pictures, and diagrams as support materials during presentations. All reports should include information such as appearance and design of equipment, uses of equipment, special features of equipment, advantages and disadvantages of equipment, and basic information on the operational/maintenance aspects of the equipment. Allow student audience to ask the presenter two to three questions about the piece of equipment that was researched. Display visuals in the classroom of class display case.[B][C]

TS25:32 Divide the class into five groups. Provide each group with a transparency and appropriate writing implements. Assign each group one of the following types of food service establishments:

- bakery
- fast-food hamburger stop
- fried chicken and vegetables specialty restaurant
- full meal buffet style restaurant
- pizza takeout stop

According to the type of food service establishment assigned, have groups determine the cooking equipment that would be required to begin that business. A proposed floor plan showing the location of the equipment should be drawn on the transparency for presentation purposes. (Refer students to cooking equipment listed under the heading *Cooking Equipment* on pages 278-280 of the Reference Book.) Have an elected group leader present group's equipment proposal and floor plan to the class. Allow student audience to make suggestions or offer comments after each presentation. Display visual materials in the classroom or class display case.[C]

Preparation Equipment

TS25:33 Duplicate, distribute, and have each student complete Teaching Aid 115, Mixed-up Mystery. Ask students to share answers with the class. Lead a class discussion on types of mixers used in food service kitchen facilities. KEY QUESTIONS: What are the names of the three popular models of mixers used in the kitchens of food service facilities? Which mixer is used for incorporating air into mixtures? Which part of the mixer can be changed as desired for the preparation of different foods?

TS25:34 Display a transparency of Teaching Aid 116, Mixer Agitators. Ask students to specify the purpose of each agitator shown. Write down responses on the transparency under "Purpose of Agitator," and lead students to brainstorm types of foods that would be prepared using each specific agitator. List foods under the second column titled "Foods Prepared With Agitator." Have each student prepare a written report on the advantages and disadvantages of different mixer agitators. Allow student volunteers to share papers with the class. Collect reports.[C]

TS25:35 Display a transparency of Teaching Aid 117, Parts of a Food Slicer. Lead a class discussion about the use of food slicers in food service kitchen facilities. KEY QUESTIONS: Where do the food slices fall after being sliced? Where do the scraps fall? What should be adjusted if a change in thickness of slices is desired? Where is food placed in order to prepare it for slicing? CRITICAL QUESTION: What part of the slicer requires the highest amount of caution in handling?[C]

TS25:36 Obtain pictures of different food choppers or grinders for students to circulate and examine. Lead a class discussion on the uses of food choppers and grinders. KEY QUESTIONS: What are the names of four food chopper attachments? How do food choppers affect the uniformity or sizes of the end product? What are examples of food mixtures where uniformity of size is not important to the appearance of the final product?[C]

Beverage Equipment

TS25:37 Divide the class into six groups. Assign each group one of the following beverage dispensers to research:

- automatic milk or juice dispenser
- automatic urn
- coffee brewer
- ice machine
- ice tea dispenser
- soft drink dispenser

Each group should prepare a visual display that contains illustrations of that dispenser and other versions (if any) of that dispenser. Instruct groups to label each part of the dispenser for quick identification. A description of the steps necessary for use and care of that beverage dispenser should also be included. Allow each group to present the visual display and explain the steps identified for use and care of that dispenser. Allow student audience time to ask questions about each dispenser presented.[C]

TS25:38 Have each student identify alternate methods once used by food service workers to obtain the same end product that each of the following beverage dispensers now produce:

- automatic milk, or juice dispenser
- automatic urn
- coffee brewer
- ice machine
- ice tea dispenser

- soft drink dispenser

Lead a class discussion on the advantages and time-saving benefits of today's available beverage equipment. CRITICAL QUESTION: How might the use of today's beverage equipment in food service facilities affect quality and cost of beverages?

Food Warming, Chilling, and Serving Equipment

TS25:39 Locate a fairly large cafeteria style facility. Contact the supervisor to request that students be allowed to tour the facilities specifically for observing use of the following equipment:

- bain marie
- cold food server
- heated pass-through
- rollwarmer
- salad case
- steam table
- walk-in cooler
- walk-in freezer

Guide students in preparing questions prior to the tour. Sample questions include the following: For which foods are heated pass-throughs used? What procedures are used to prepare a steam table for receiving hotel pans of prepared and heated foods? At what temperature must the food in the hotel pans be maintained? Why? What is the name of a type of steam table that is used mainly in kitchen production areas? Why are these seldom used in service areas? At what temperatures are breads maintained in rollwarmers? What is another term for the word "ice bain marie?" What is the purpose of that piece of equipment? Have each student categorize the food service and preparation equipment that was on the tour into one of the following categories:

- food chilling
- food serving
- food warming

Have students share lists in class.[C]

TS25:40 Divide the class into four groups. Have each group compile a written list of twenty prepared food items found in a restaurant (beverages excluded). Collect group lists and redistribute making sure that each group is given a list developed by another group. Have each group assume the following: there is a restaurant that offers cafeteria style service and all food items (twenty from list) are on line and in place ready to be served to customers. Identify where each prepared food item should be located: steam table, bain marie, heated pass-through, rollwarmer, cold food server, or salad case. Ask each group to present their conclusions to the class. Allow student audience to challenge answers.[C]

Kitchen Storage Equipment

TS25:41 Write the following terms on the chalkboard or overhead projector: *Food Carrier, Pastry Cart, Banquet Cart,* and *Hot* and *Cold Cart*. Lead a class discussion about the purpose and advantage of each. KEY QUESTIONS: What types of foods are transported in food carriers? Under what circumstances might a food carrier be used? Where are pastry carts often transported? Why? On what kind of cart are hot, covered meals transported? Which type of cart is most commonly used to provide kitchen room service in large hotels?[C]

TS25:42 Instruct each student to write a paper explaining the advantages of using hanging utensil racks in food service kitchens. Each report should answer the following questions:

- How do hanging utensil racks contribute to good sanitary practices?
- What is a hanging utensil rack?
- What is unusual about the way that equipment is hung?
- What type of equipment is stored on hanging utensil racks?
- Where in cooking areas are utensil racks found?[C]

Dishwashing Equipment

TS25:43 Duplicate, distribute, and have each student complete Teaching Aid 118, Manual Dishwashing. Ask a student volunteer to write answers on the chalkboard or overhead projector. Using the information on the Teaching Aid, ask each student to write the proper step-by-step procedure for washing dishes manually. Collect assignment.[C]

TS25:44 Arrange for students to observe a demonstration on how to operate a commercial dishwashing machine. (Prior arrangements may be made through the school food service supervisor or manager.) Guide students in preparing questions prior to the demonstration. Sample questions include the following: What is the difference between a single-tank dishwasher and a multiple-tank dishwasher? How long does a full cycle take? Does the dishwasher sanitize by heat or chemicals? If sanitized by heat what temperature should the water be? If sanitized with chemicals what heat should the water be? If possible, allow students to take turns practicing scraping, prerinsing, loading onto dishwasher rack, and running dishes through the dishwasher.[C]

26

Management Principles Related to Food Production and Services

ESSENTIAL ELEMENT

- Identify management principles related to food production and services.(v5E)

OBJECTIVES TO ACHIEVE

- Describe work simplification principles.
- Explain the importance of controlling food, beverage, material, production, and labor costs.
- Review the purposes of production and quality control.
- Explain methods for controlling menu costs.
- Summarize the importance of inventory control.

WORK SIMPLIFICATION

TS26:1* Display a transparency of Teaching Aid 119, What Keeps Food and Beverage Operations Afloat. Lead a class discussion on how each factor listed can help or hurt a food and beverage operation. KEY QUESTIONS: How does each factor involve the spending or earning of money? What benefits would result from regular analysis of the factors shown in the Teaching Aid?[C]

TS26:2 Display a transparency again of Teaching Aid 119, What Keeps Food and Beverage Operations Afloat. Have each student choose one of the factors listed to describe a fictional situation to illustrate how proper use of that factor was beneficial to a food and beverage operation. Instruct students to use fictitious names and places to add realism to stories. Have students read their accounts to the class. Following each presentation, challenge student audience to identify which factor from the Teaching Aid was illustrated. Collect assignment.[B][C]

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* TS 25:1 indicates teaching strategy, chapter 25, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS26:3 Write the term *Work Simplification* on the chalkboard or overhead projector. Have students define on paper what work simplification means to them. Ask students to share definitions. Lead a class discussion about the purposes of practicing work simplification strategies. KEY QUESTIONS: In what ways can work simplification help to conserve time? conserve energy? reduce fatigue? Which two factors must be studied prior to developing work simplification recommendations for individual facilities?[C]

TS26:4 Prepare for this Teaching Strategy by gathering the supplies necessary to complete the three tasks identified in the bullet list. Ask for three student volunteers, and assign each volunteer one of the following tasks to perform in front of the class:

- Wash and peel one potato and one carrot.
- Slice carrot, cut potato in eight pieces, and place these vegetables in a saucepan of water.
- Clean-up after other two student volunteers have completed their tasks.

Ask student audience to evaluate the time and motions involved in all three tasks and suggest ways that each task might be simplified. Have students share suggestions with the class. Lead a class discussion about suggestions. KEY QUESTIONS: What changes in motion would simplify the first task? the second task? the third task? How would this affect overall preparation time? CRITICAL QUESTIONS: Would having one person complete all three tasks be an example of work simplification? Why?[C]

TS26:5 Divide the class into small groups. Have each group develop two skits. (Allow groups the time needed to gather props to use in skits.) The first skit should illustrate one or more employees of a food and beverage operation performing a task inefficiently. Student audience should try to identify the inefficient behavior. The second skit should illustrate the same task after the application of work simplification techniques. Have each student write a summary paper which includes the following information about each skit:

- identification of the inefficient task
- description of the applied work simplification technique
- positive changes that could occur for that food and beverage establishment as a result of applying work simplification techniques

Collect assignment.[B][C]

TS26:6 Have students work in pairs to develop a visual display (on posterboard) that suggests at least ten specific work simplification techniques that would improve the efficiency of a food and beverage operation. (Refer students to pages 289-292 of the Reference Book for ideas.) Allow students to present visuals to the class. Display visuals in the classroom or class display case.[C]

CONTROLLING COSTS

TS26:7 Draw four columns on the chalkboard or overhead projector. Each column heading should be assigned one of the following titles:

- food costs

- labor costs
- material costs
- production costs

Lead a class discussion about how each of the above factors affect the cost controlling aspects of a food and beverage operation. Specifics concerning each factor should be listed within columns and under the appropriate heading. KEY QUESTIONS: Upon what factors does a food operation's ability to make a profit depend? Why is the profit percentage reduced when adjustments are made in the pricing of menu items? How does the use of standardized recipes affect the financial aspects of a food and beverage operation? How can portion control be enforced? What are some employee benefits that affect labor costs? How can employee education decrease production costs? What are examples of material costs?[B][C]

TS26:8 Lead students to brainstorm ways to control costs of a food and beverage operation. Have a student volunteer write answers on the chalkboard or overhead projector. Attempt to accumulate at least twenty suggestions. Lead students to determine with which of the following categories each suggestion can be associated:

- food costs
- labor costs
- material costs
- production costs[C]

TS26:9 Duplicate, distribute, and have each student complete Teaching Aid 120, Categories of Cost Control. Assign four student volunteers to write on the chalkboard or overhead projector the answers to a category listed on the Teaching Aid. (One category per student.) Allow students to correct and keep papers for future reference.

TS26:10 Instruct each student to write a paper defining and describing one of the following areas where costs can be controlled:

- food costs
- labor costs
- material costs
- production costs

Each paper should include examples of controlling costs within the chosen area. Allow student volunteers to share their papers with the class. Collect assignment.[B][C]

PRODUCTIONP AND QUALITY CONTROL

TS26:11 Write the term *Quality Control* on the chalkboard or overhead projector. Ask each student to write (on paper) a definition for quality control. Allow students to share answers with the class. Lead a class discussion about quality control. KEY QUESTIONS: What are the four factors on which quality control depends? Why is consistency in taste, quality, and appearance of a food important to regular customers? Can the quality level of foods be diminished just prior to reaching the customer? How? CRITICAL QUESTIONS: If the manager of a well established restaurant discovers a less costly recipe for brownies that is judged superior in flavor and texture to the brownies served for years in that food establishment, should the new brownie recipe be adopted? What would be the advantages? What would be the disadvantages?[C]

TS26:12 Invite a panel of food service managers from various food operations to speak to the class about the types of production and quality control practiced in their own food operations. Guide students in preparing questions prior to the arrival of the panelists. Sample questions include the following: What methods are used for quality control? How do these methods affect the public image of the food operation? What methods are used for production control? How are daily amounts of foods estimated? Do these amounts change from day to day? What happens when too much food is prepared? What happens when too little food is prepared? When large groups of unexpected customers arrive at a food service facility together, how does this affect production control factors? How might food cost be affected? Instruct each student to write a summary of the information obtained by panelists. Collect papers.[B][C]

TS26:13 Prepare for this Teaching Strategy by bringing to class different sizes of portion control utensils and a medium sized package of flour. For the first experiment, tell students that the flour will represent chili that costs the food service operation $1.50 per one-half cup serving to produce. Demonstrate (using the flour and a one-half cup portion control utensil) how to properly and accurately serve one-half cup of the "chili." Now demonstrate what a heaping scoopful of the main course would look like. Assume that the heaping serving turns out to measure 3/4 cup. Have students determine the amount of money that would be lost to the food operation after 100 of these carelessly measured servings were distributed. Allow students to practice using portion control utensils. Allow students to work in pairs to create a simulated experiment to share with the class. (One example to use as an experiment would be the following: 50 1/3 cup carrot servings at a cost of ten cents per serving have been carelessly measured out using the 1/2 cup serving scoop.) Have students calculate the loss to the food operation or the loss to the customer based on the experiment. Allow student volunteers to present experiments and findings with the class. KEY QUESTIONS: What impact can improper serving methods have on overall food costs? Why is it important for employees who serve foods to practice correct portion control? CRITICAL QUESTION: What repercussions could result from serving less than the allowed/normal portion of food item to customers?[B][C]

CONTROLLING MENU COSTS

TS26:14 Have each student visit a food service facility that offers complete meals as well as a la cart items. Instruct students to write down the cost of a complete meal and list the food items that are served with that complete meal. Then calculate the cost of the same food items when ordered individually from the `a la cart menu. Have students present cost comparison results with the class. Lead a class discussion to evaluate students' findings. KEY QUESTIONS: Which meal will cost less? Why?[B][C]

TS26:15 Duplicate and distribute Teaching Aid 121, Revising Menus. Instruct each student to choose (by circling) three of the items on the menu that do not sell well, underline one menu item that is overpriced (according to competitors), and place a check by the five best selling items. Assuming that there have been recent requests for the addition of some children's menu items, incorporate two children's entrees into the menu. Create these new entrees with foods that are already regularly available at that food facility. Revise the menu according to the information provided, and reword for more appeal. Have student volunteers present their revised menus to the class and explain reasons for changes. Display revised menus in the classroom or class display case.[C]

TS26:16 Divide the class into small groups. Have each group write a situation to illustrate a violation of truth-in-menu laws. Each account should include the following information:

- description of the menu item as written in the menu
- substituted or deleted item
- reason for substitution or deletion

Have groups terminate their accounts by explaining how this problem should have been handled to avoid violating the truth-in-menu law. Have elected group leaders from each group present accounts to the class.[C]

TS26:17 Write the phrase *Average Food Cost Percentage* on the chalkboard or overhead projector. Ask students to define the phrase. Lead a class discussion about the process involved in determining the price of a menu item. KEY QUESTIONS: How do managers arrive at figures for average food cost percentages? Why is labor, overhead, and other costs included as part of the price of a menu item? What is the ideal percent profit that managers strive to reach for their menu items? CRITICAL QUESTION: Why is it important that managers compare the prices of their menu items with competitors prices for similar menu items?[B][C]

INVENTORY CONTROL

TS26:18 Have each student give examples of "assets" in relation to food and beverage operations. Lead students to brainstorm ways to increase security of assets in food and beverage operations. Have a student volunteer write ideas on the chalkboard or overhead projector. KEY QUESTIONS: Why should locks be changed on supply room doors? How often or under what circumstances should locks be changed? What methods can be used to increase back door security? CRITICAL QUESTION: What is the purpose of alarm systems that alert employees each time the back door is opened?[C]

TS26:19 Duplicate, distribute, and have each student complete Teaching Aid 122, Food Operations and Frequent Purchases. Display a transparency of Teaching Aid 122, and write answers on the transparency as students correct their own papers.

Collect assignment. CRITICAL QUESTION: Under what circumstances is it to the advantage of the food and beverage operation to order bulk quantities of merchandise and supplies?[C]

TS26:20 Allow students to work in pairs to develop a chart that illustrates the differences between product inventories, physical inventories, and perpetual inventories. Have pairs of students present charts to the class. Display charts in the classroom or class display case.

TS26:21 Prepare for this Teaching Strategy by asking students to bring three packaged or canned food items to class. Place all food items in one area of the classroom reserved as the "storeroom." Divide the class into small groups and have each group write out an inventory list of the supplies in the storeroom. Instruct each group to practice perpetual inventory methods. One person can ask for supplies needed, another can issue the needed food supplies, and yet another can check distributed supplies off on the inventory list. Allow each group time to role play all three tasks. Instruct groups to determine the ending inventory by evaluating the information on the inventory list. Check this information with the actual amount left in the storeroom. Ask each group to report results to the class.[C]

27

Quantity Food Production Techniques

ESSENTIAL ELEMENT

- Apply quantity food production techniques.(v5F)

OBJECTIVES TO ACHIEVE

- Explain the purposes and uses of menus.
- Explain standardized recipes and their uses.
- Discuss how menu specifications are used by food service operations.
- Determine ways convenience foods are used by food service operations.
- Summarize cooking principles important to quantity food production.
- Describe correct food portioning procedures.
- Describe holding and storage techniques.

USE OF MENUS

TS27:1* Have each student write a paper on the purpose of menus in food and beverage operations. Allow student volunteers to read their papers to the class. Lead a class discussion about menus and their roles in the food service industry. Collect assignment. KEY QUESTIONS: Why are menus important to food and beverage operations? What can menus communicate to customers?[B]

TS27:2 Allow students to work in pairs to develop a menu for a new (fictitious) local fast-food restaurant. Include a minimum of fifteen items on the menu (including beverages). Final menus should be unique, attractive, and designed with customer appeal in mind. Have pairs of students exchange menus with each other for evaluation. Direct students to list the advantages and disadvantages of the menus they are evaluating. Menus should be evaluated for the following:

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* TS 27:1 indicates teaching strategy, chapter 27, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

- appearance and color variety of menu items
- appropriate menu items for fast-food operation
- clear descriptions of menu items
- customer's first impression
- fair pricing
- menu items reflective of local population needs
- preparation needs of menu items
- stimulation of customer's appetite

Ask each pair of students to present their menu evaluations and conclusions to the class. Display menus in the classroom or class display case.[C]

TS27:3 Write the phrase *Universal Food Products* on the chalkboard or overhead projector. Have each student define the phrase on paper. Lead a class discussion about the use of universal food products in banquet menus. KEY QUESTIONS: Why should banquet menus utilize universal food products exclusively? What are examples of foods that can be considered universal food products? What factors should be considered prior to planning banquet menus?

TS27:4 Duplicate, distribute, and have each student complete Teaching Aid 123, Qualities of Good Menus. (Refer students to lists on page 302 of the Reference Book for additional information.) Ask student volunteers to share their answers with the class. Lead a class discussion on different menu concerns of customers versus menu concerns of managers. KEY QUESTION: What difficulties might occur in a food establishment that depends heavily upon fresh produce items? CRITICAL QUESTIONS: Which of the concerns of managers might conflict with the concerns of customers? Why?

TS27:5 Make prior arrangements for the class to tour a full-service restaurant. Ask the manager to allow students to examine the menu and tour the kitchen facilities. Guide students in preparing questions prior to the tour. Sample questions include the following: What are the major differences of kitchen equipment and kitchen activity of a full-service restaurant versus kitchen equipment and kitchen activity of a fast-food restaurant? What techniques are used by employees in a full-service restaurant that facilitates the preparation of so many different menu items? Which menu items require use of the same piece of kitchen equipment? Under what circumstances might this become a problem? What are the greatest challenges for kitchen workers during rush hours? How can food operations keep from violating truth-in-menu laws when supplies run short of a side item that is listed as part meal already ordered by a customer? Have each student write a paper summarizing the information received from the food facility tour. Collect assignment.[B][C]

STANDARDIZED RECIPES AND THEIR USES

TS27:6 Prepare for this Teaching Strategy by asking students to bring colored pencils to class. Duplicate, distribute, and have each student circle the information as instructed on Teaching Aid 124, Examination of a Standardized Recipe. Prepare a transparency of the Teaching Aid, and ask for a student volunteer to circle the correct information in the requested colors on the transparency for class members to view. Allow students to adjust their own papers to reflect the correct answers on the transparency. Have students keep corrected Teaching Aids for future reference.[C]

TS27:7 Instruct students to take out their corrected Teaching Aid from the previous Teaching Strategy. Lead a class discussion about standardized recipes. KEY QUESTIONS: Under what category would the recipe on the Teaching Aid be filed? What information on this standardized recipe can help to control food costs? How? What information on this standardized recipe helps the cook to organize work? CRITICAL QUESTION: What makes this recipe a standardized recipe?

TS27:8 Lead students to brainstorm the advantages and disadvantages of using standardized recipes in food and beverage operations. Have a student volunteer write answers on the chalkboard or overhead projector. Lead a class discussion about general use of standardized recipes. CRITICAL QUESTION: Would a small, family-run establishment experience similar advantages and disadvantages of a large food and beverage operation? Why?[C]

TS27:9 Lead a class discussion about adjusting recipes to obtain higher yields. Have each student write a paper explaining the procedures to use for enlarging a recipe. Collect papers. KEY QUESTIONS: What factors of a recipe should be evaluated prior to consideration for use in a food and beverage operation? What is the conversion factor? What determines the conversion factor?[B]

TS27:10 Have at least one-half of the class members use a cookbook. Instruct students to work in pairs to practice enlarging a recipe. Allow students to choose a recipe from one of the cookbooks and expand that recipe to serve fifty persons. (Refer students to page 305 of the Reference Book for conversion formulas to use in calculations.) Allow student volunteers to present their before and after recipes and explain the method used to calculate higher yield amounts. Collect assignment.[B][C]

MENU SPECIFICATIONS

TS27:11 Write the term *Menu Specifications* on the chalkboard or overhead projector. Have students define the term and share definitions with the class. Lead a class discussion about menu specifications. KEY QUESTIONS: What is the difference between a menu specification and a purchase specification? Who writes menu specifications? What type of information is included in menu specifications? On what information are menu specifications based? CRITICAL QUESTION: What are the benefits and purposes of using menu specifications?

TS27:12 Contact the sales department of a food service supplier to invite a representative to speak to the class about purchase specifications. Ask the sales representative to bring completed sample forms of purchase specifications for students to examine and evaluate. Guide students in preparing questions prior to the speaker's arrival. Sample questions include the following: How do purchasing specifications help purveyors better serve their customers? In what ways does the use of purchasing specifications benefit food service facilities? Why does the use of purchase specifications encourage bidding among purveyors? Have each student write a paper summarizing the information obtained about purchase specifications from the representative.[B][C]

TS27:13 Have each student select a food product and develop purchase specifications for that food product. This Teaching Strategy may require research about the product such as grades, packaging, and portion size. This information can be obtained through the sales department of a food sales company as well as through the United States Department of Agriculture. Allow students to share their purchase specifications with the class. Display "spec sheets" in the classroom or class display case.[C]

CONVENIENCE FOODS AND THEIR USES

TS27:14 Set up a display of different convenience foods and lead a class discussion about convenience foods. Have each student write a definition for the term *Convenience Foods*. Collect assignment for evaluation. KEY QUESTIONS: What is the difference in convenience foods and foods prepared conventionally?

TS27:15 Lead students to brainstorm advantages and disadvantages of using convenience foods at food service facilities. Have a student volunteer write answers on the chalkboard or overhead projector. Lead a class discussion about students' answers. KEY QUESTION: Why are convenience foods more expensive to purchase than the ingredients needed to conventionally prepare that same product? CRITICAL QUESTION: Under what conditions might it be more economical to purchase convenience foods?

TS27:16 Have each student write a paper discussing how the image and service level of a food establishment correlates with that establishment's use of convenience foods. Each paper should include at least one example that illustrates and supports the writers beliefs. Have students share papers with the class. Discuss student papers and collect for grading. CRITICAL QUESTIONS: How do customer expectations influence a manager's purchasing habits of convenience foods? How are customer expectations formed? What must managers take into consideration prior to purchasing convenience foods for use in their food service facilities?[B]

TS27:17 Demonstrate or discuss the different procedures for preparing each of the following foods (Assume the food item is a fruit or vegetable such as blueberries or potatoes):

- canned
- dehydrated
- dry
- freeze dried
- fresh

- frozen
- vacuum-packaged

KEY QUESTIONS: What are other specific examples of each type of convenience food listed above? Why are these foods considered convenient?[C]

COOKING PRINCIPLES

TS27:18 Prepare cards in advance by writing one of the following methods of cooking on each card:

- baking
- boiling
- braising
- broiling
- deep-frying
- grilling
- microwaving
- pan-frying
- poaching
- roasting
- sauteing
- simmering
- steaming

Divide the class into two teams. Mix cards and place them in a container. Have a student from the first team choose a card, read the cooking method shown, and identify that cooking method as dry-heat cooking, dry-heat cooking using fat, moist heat cooking, or radiation cooking. A correct answer allows student to remain standing, and a student from team two is allowed to repeat the same procedure. If a student answers incorrectly that student must sit down while a student from the opposing team is given the opportunity to identify the correct answer. Procedure continues in this manner until the correct answer is revealed. Winning team is determined when there are no members left standing in the opposing team.[C]

TS27:19 Divide the class into four groups. Assign each group one of the following cooking methods:

- dry-heat cooking
- dry-heat cooking using fat
- moist-heat cooking
- radiation cooking

Have each group create a visual display on posterboard that illustrates and describes the specifically assigned cooking method. Visuals must include examples of foods cooked using this method, equipment necessary for using this method, and descriptions of final products of foods using this method. Have elected group leaders from each group present oral reports of their group's findings making use of visual displays. Display visuals in the classroom or class display case.[C]

TS27:20 Ask each student to bring one recipe to class that requires the use of two cooking methods in order to obtain the final product. Have students read recipes to the class. Challenge student audience to identify which cooking methods are described in the recipe. Lead a class discussion about combining methods of cooking. KEY QUESTIONS: What does fricassee mean? What two cooking methods are used to fricassee chicken? CRITICAL QUESTION: What are the purposes of using more than one method of cooking within one recipe?[C]

TS27:21 Prepare for this Teaching Strategy by obtaining a recipe and the required ingredients for preparing stocks. If possible demonstrate the preparation of a stock. Lead a class discussion about stocks and their use. KEY QUESTIONS: What are stocks? What kinds of stocks are there? What are the basic ingredients for most stocks? What are the uses of stocks used? What method of cooking does preparing a stock require? CRITICAL QUESTION: What are examples of ingredients that could be added to stocks to enhance flavors?[C]

TS27:22 Display a transparency of Teaching Aid 125, Tenderizing Meats. Lead a class discussion about methods used for tenderizing meats. After explaining each method, ask students to think of examples and share these with the class. KEY QUESTIONS: What are three ways to tenderize meats? What method of cooking is recommended for less tender cuts of meat? Why? For what cuts of meat should the dry-heat cooking method be used? CRITICAL QUESTIONS: Do all meats need to be tenderized? Why should certain meats be tenderized? What specific part of a meat product becomes soft or breaks up during the tenderizing process?[B]

TS27:23 Have each student write a paper on the difference between seasoning and flavoring. One example of seasoning and one example of flavoring should be included in the report. Allow student volunteers to read their papers to the class. Lead a discussion commenting on students' reports and collect assignment. KEY QUESTIONS: When should flavorings be added to foods? Why? When should spices be added to foods? Why?

TS27:24 Write the words *Carmelization* and *Gelatinization* on the chalkboard or overhead projector. Ask each student to define these two processes and the common factors of each. Ask a student volunteer to write answers beneath the appropriate word on the chalkboard or overhead projector. KEY QUESTIONS: What end products (foods) illustrate examples of having undergone the process of carmelization? What end products (foods) illustrate examples of having undergone the process of gelatinization?

TS27:25 Allow students to work in pairs to create a visual display that illustrates the effects of elements, added ingredients, and cooking on vegetables and fruits. (Colorful, appropriate clippings from magazines may be used for eye appeal and to reinforce information provided. Displays should answer the following questions:

- What elements cause vegetables and fruits to soften?
- What provides the structure and firmness of fruits and vegetables?
- Why should alkalies not be added to fruits and vegetables while cooking?

- What ingredient is most likely to allow fruits and vegetables to maintain their firmness?
- What three characteristics of any fruit or vegetable can be lost as a result of cooking?
- What are ways to prevent these losses?

Allow student teams to present visuals to the class. Display in the classroom or class display case.[B][C]

TS27:26 Have each student choose, research, and report on one of the following ingredients found in bread:

- eggs
- flour
- leavening agents
- shortening
- sugar

Reports should provide information about proper use of that ingredient and how it affects the final product— bread. Allow each student to present reports to the class. Collect assignment.[B][C]

TS27:27 Lead students to brainstorm different types of salads. Ask a student volunteer to write responses on the chalkboard or overhead projector. Lead a class discussion about the many varieties of salads and ways to serve them. KEY QUESTIONS: What are examples of salads served as a (an):

- appetizer
- dessert
- main dish
- salad bar item
- side dish

What are the four parts of a salad? What are gelatin salads? CRITICAL QUESTION: Which fruits should not be used for making gelatin salads? Why?[C]

FOOD PORTIONING

TS27:28 Invite the manager of a large cafeteria style food operation to speak to the class about ways to practice portion control and the financial implications of portion control in a food operation. Guide students in preparing questions prior to the speaker's arrival. Sample questions include the following: What serving procedures are servers required to practice in order for effective portion control to take place? What preparation techniques are cooks required to practice in order for effective portion control to take place? What types of food products may be purchased that are already portion controlled? Is the luxury of portion controlled food products generally reflected in high pricing? What are examples of portion controlled food items? How can improper food portion control adversely affect the financial stability of a food operation over time? Have each student write a summary of the information presented by the speaker. Collect assignment.[C]

TS27:29 Prepare for this Teaching Strategy by obtaining and bringing to class a portion scale and several different food items to demonstrate its use. Following a short demonstration, allow students to take turns practicing how to weigh exact amounts of foods as instructed. Point out that even slight differences in portions can, after many servings, result in financial loss of a food service operation. Have each student write a paper on the importance of portion control. Collect papers.[B][C]

TS27:30 Lead students to brainstorm portioning tools such as scoops and ladles that are used to aid in portion control of servings. Have a student volunteer write answers on the chalkboard or overhead projector. Ask each student to copy the names of the tools listed on the chalkboard or overhead projector on a piece of paper in one column. Having done this, instruct students to write down a food that would be portioned and a food that would not be portioned using the tool listed (scoop — use to serve mashed potatoes — do not use to serve gravy). Allow students to share and compare answers with the class.[C]

HOLDING AND STORAGE TECHNIQUES

TS27:31 Divide the class into small groups. Have each group develop a skit that illustrates an incorrect food holding or food storage technique. Ask student audience to identify the improper procedure that was demonstrated in the skit. Discuss the changes that are required to correct errors in the skit as well as reasons for practicing proper food holding and food storage techniques. KEY QUESTIONS: Why should hot foods be cooled quickly prior to refrigerating? What methods are used to quickly cool down hot foods? Within how many minutes should hot foods be cooled down? What are the proper steps required for safely storing leftovers in the refrigerator? in the freezer?[C]

TS27:32 Duplicate, distribute, and have each student complete Teaching Aid 126, Rules For Holding and Storing Foods. (Refer students to page 310 of the Reference Book.) Have students discuss answers in class. Lead a class discussion about rules and reasons for rules to hold and store foods. Instruct students to keep this completed Teaching Aid for future reference. CRITICAL QUESTION: Which of the subjects listed on the Teaching Aid has the potential for being affected by danger zone temperatures?[C]

28

Food Presentation Techniques

ESSENTIAL ELEMENT

- Demonstrate a variety of food presentation techniques.(v5G)

OBJECTIVES TO ACHIEVE

- Explain the importance of attractive food presentation.
- Summarize correct procedures for plating food.
- Review correct procedures for garnishing food and beverages.
- Describe correct packaging techniques for fast-food and takeout food.

IMPORTANCE OF ATTRACTIVE FOOD PRESENTATION

TS28:1* Divide the class into four groups. Assign each group one of the following plating techniques to research:

- arrangement
- balance
- garnish
- proportion

Have each group prepare a report defining and describing the assigned plating technique. Instruct groups to prepare visual aids or props to demonstrate the application of the specific plating technique. Following presentations, lead a class discussion on the factors that affect food presentation. KEY QUESTION: What four factors contribute to effective food presentation? CRITICAL QUESTION: What are the differences between the four plating techniques presented by students?[C]

TS28:2 Obtain and have students view the videotape (86 minutes) *Manners & Table Settings: Fold-Along Napkin Art* from Cambridge Educational. (See reference list item number five for further information.) Provide each student with a standard sized cloth napkin. Instruct students to practice the folds while viewing the demonstrations presented on the videotape. Have each student

* TS 28:1 indicates teaching strategy, chapter 28, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

choose one of the napkin folding techniques to write a step-by-step outline containing instructional information about how to properly fold the napkin into that specific shape. Have students exchange instructional papers with each other and practice folding napkins according to each other's written instructions. Collect written instructions.[C]

TS28:3 Display at least five differently colored and patterned dinner plates for students to examine. Have each student write a paper on the advantages and disadvantages of the design and color of each plate on display. Allow student volunteers to share their papers with the class. Lead a class discussion about what to consider when selecting plates for use in a food service facility. KEY QUESTIONS: How do elaborate colored rings around plates tend to affect the appearance of food on that plate? Why would food service operators prefer simple, neutral colored plates over intricately patterned or colored plates for use in food service facilities?[B]

TS28:4 Duplicate, distribute, and have each student complete Teaching Aid 127, Planning For Color Variety. Ask students to share answers in class and evaluate the results of their selections. KEY QUESTIONS: Which groups of foods are usually lacking in color? What is a quick and easy way to add color to a meal consisting of similar colors? CRITICAL QUESTION: Why should knowledge about color combinations of foods be applied by food and beverage professionals?[C]

TS28:5 Prepare for this Teaching Strategy by making available several fresh vegetables, cutting boards, and cutting utensils in class. Demonstrate how vegetables can be cut in different shapes to add variety to the appearance of a plate of food (such as diced, sliced, julienned, shredded, and angle sliced). Have each student practice these different ways of cutting vegetables that can add variety and interest to the appearance of a plate of food. Ask each student to think about and share with the class one case example to illustrate the improved appearance of a plate of food by shaping vegetables differently. Write these examples on the chalkboard or overhead projector.[C]

TS28:6 Allow students to work in pairs to research the two following aspects of proper plate balance:

- flavor
- texture

Instruct pairs of students to define what is meant by texture balance and flavor balance. Provide examples of improper plate balance due to inappropriate texture or flavor combinations of foods. Encourage the use of visual displays.

PROCEDURES FOR PLATING FOOD

TS28:7 Write the phrase *Plating Foods* on the chalkboard or overhead projector. Have students define what plating foods means and share their answers with the class. Identify the two key principles involved in plating foods, and lead a class discussion about applying these principles. KEY QUESTIONS: What methods are used for draining grease / moisture from foods prior to placing on a plate? What are the disadvantages of excess grease or moisture on a plate that accommodates other foods? Does it matter where foods are placed on a plate? Why? What does the color and shape of a food have to do with where that food is placed on a plate? Why is it recommended that part of the plate be visible between food items on the plate? What are the visible characteristics of a correctly plated rim? CRITICAL QUESTION: For what reasons should servers or quality assurance employees send a plate back to the cook for replating?

PROCEDURES FOR GARNISHING FOOD AND BEVERAGES

TS28:8 Write the word *Garnish* on the chalkboard or overhead projector and ask students to define what it means. Lead a class discussion about procedures and purposes for garnishing foods and beverages. KEY QUESTIONS: What is the purpose of garnishing? What are some popular garnishes? How are these garnishes used? Should the flavor of the garnish be considered in choosing for which foods or beverages will be used? Why?

TS28:9 Invite a local extension agent from the Texas Agricultural Department to demonstrate garnishing techniques to the class. Guide students in preparing questions prior to the agent's arrival. Sample questions include the following: What are the most common garnishes for foods and beverages? How might garnishes differ in other areas of the world or even regionally throughout the United States? What are the reasons for differences? Has the emphasis on use of garnishes changed over the years? In what ways? Have each student write a summary of garnishing facts presented by the extension agent. Collect summaries.[B]

TS28:10 Lead students to brainstorm different garnishes. Have a student volunteer write answers on the chalkboard or overhead projector. For each garnish listed on the chalkboard or overhead projector, discuss how that garnish might be used. Lead a class discussion about the proper use of garnishes. KEY QUESTION: What would be considered an improper use of each garnish listed? CRITICAL QUESTION: What criteria is used for determining proper use of garnishes?[C]

TS28:11 Obtain and have students view the videotape (75 minutes) *How to Garnish* from Cambridge Educational. (See reference list item number five for further information.) After viewing the videotape ask students to describe the following garnishes presented in the videotape:

- apple bird
- butternut squash baskets
- candy cane vegetables
- citrus elephant
- cucumber chain
- cucumber shark
- leek flower
- lemon pig
- melon baskets

- radish roses
- spiral vegetables
- strip tomato roses

Allow student volunteers to demonstrate to the class one of the garnishes shown in the videotape.[C]

TS28:12 Prepare for this Teaching Strategy by asking students to bring to class magazines containing pictures of foods. Divide the class into small groups to create a visual display using pictures from magazines pasted on posterboard that illustrate different types of garnishes. Indicate how each garnish is used to embellish the appearance of the food or beverage. Have an elected representative from each group present the titled displays to the class pointing out and identifying the variety of garnishes. Display visuals in the classroom or class display case.[C]

TS28:13 Display a transparency of Teaching Aid 128, Garnishing Principles. Divide the class into four groups and assign one of the principles to each group. Ask each group to prepare a presentation that demonstrates the assigned principal. Presentations should include pictures of food to demonstrate the proper practice of that principle. Presentations should also include pictures of food to illustrate lack of application of that principle. After presentations, ask each student to write about the benefits of adhering to the principals of garnishing. Collect papers.[C]

PACKAGING TECHNIQUES

TS28:14 Duplicate, distribute, and have each student complete Teaching Aid 129, Takeout Food Packaging. Ask students to share answers with the class. Lead a class discussion on the twelve factors to consider when choosing food packaging materials for food service takeout. KEY QUESTIONS: What would be the difference between a takeout container used for gravy and a takeout container used for fried chicken? Which takeout foods would require tight fitting, leakproof containers?[C]

TS28:15 Instruct pairs of students to make arrangements to speak with and interview the manager of a food service operation about handling takeout orders. If possible, ask managers for samples of takeout packaging materials and containers used at their facility. Guide students in preparing questions for the interview. Sample questions include the following: Are some food items not available for takeout? Why? How does the use of takeout containers and materials impact the finances of the food service operation? How are condiments packaged? Do prices of menu items reflect the cost of takeout materials and containers used in the facility? What are desirable qualities of takeout materials and containers? Have pairs of students report on the results of their interviews.[C]

TS28:16 Have each student write a paper on the advantages and disadvantages of the availability of takeout foods. The advantages and disadvantages should be reflected from the perspective of the customer as well as the food service employee and food service establishment as a whole. Allow student volunteers to share papers with the class. Collect assignment.

TS28:17 Prepare for this Teaching Strategy by bringing to class several different types of takeout containers and materials. Lead students to brainstorm foods served in restaurants while a student volunteer writes the foods on the chalkboard or overhead projector. Continue until twenty foods have been identified. Display the different containers and materials and ask students to match the takeout container or material that would be appropriate for packaging each food listed. Discuss answers in class. CRITICAL QUESTIONS: Which foods prove to be a challenge to package? How are food service facilities limited in what they can and cannot prepare for takeout without sacrificing the quality of the product while it is in transit?[C]

TS28:18 Invite a sales representative from a food service company that sells "to-go" packaging materials and containers to food service establishments. Ask the sales representative to bring samples of display packaging materials and containers presently on the market and available to food service facilities. Guide students in preparing questions prior to the representative's arrival. Sample questions include the following: For what foods are the displayed containers or materials generally used? Which of the displayed items are new on the market? What benefits do the newer packaging materials or containers have over their predecessors? What costs are involved in the purchasing of these products? Which are the best-selling products for packaging takeout foods? Does the appearance of the packaging material affect purchasing decisions? Which containers or materials provide the best heat retention qualities? Can food service facilities order custom made takeout materials imprinted with information such as name of operation, directions on reheating the enclosed product, advertisements, and ordering instructions? Have each student write a paper summarizing the information provided by the guest sales representative. Collect papers.[B]

TS28:19 Demonstrate the techniques that food service employees use to properly wrap sandwiches. Have students practice wrapping "to go" sandwiches in two of the most common types of sandwich wrapping materials used in food service facilities. KEY QUESTIONS: What factors of a sandwich determines the choice of wrapping paper used? Is a hot sandwich wrapped in different material than a cold sandwich might be wrapped?[C]

29

Food Server Techniques

ESSENTIAL ELEMENT

- Demonstrate food server techniques.(v5H)

OBJECTIVES TO ACHIEVE

- Describe correct procedures for greeting customers and presenting menus to customers.
- Outline correct procedures for writing, placing, and picking up orders.
- Demonstrate correct procedures for serving food and beverages.
- Discuss correct procedures for completing sidework.
- Explain the importance of cooperating with co-workers.
- Review banquet service techniques.
- Analyze techniques used to market food service operations to targeted customers.

GREETING CUSTOMERS AND PRESENTING MENUS

TS29:1* Duplicate and distribute Teaching Aid 130, Customers Impressions Are Based Upon . . . . Lead a class discussion explaining how each type of service can affect customers evaluations of a food service facility. Following the discussion, ask each student to complete the bottom part section of the Teaching Aid by describing both a positive and a negative personal experience involving employee attitudes and amount of waiting time for service. Allow students to discuss personal experiences with the class and how each situation affected their impression of the food service facility? KEY QUESTIONS: How can negative experiences involving employee attitudes make customers feel? How can positive experiences involving employee attitudes make customers feel? Which customer is most likely to return to that establishment? How can negative experiences involving the amount of waiting time make a customer feel? How can positive experiences involving the amount of waiting time make a customer feel? Which customer is most likely to return to that establishment?[B][C]

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* TS 29:1 indicates teaching strategy, chapter 29, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS29:2 Obtain and have students view the 1993 training videotape *Serving People* (10 minutes) from the Educational Foundation of the National Restaurant Association. (See reference list item number six for further information.) Lead a class discussion about the information presented in the videotape. KEY QUESTIONS: How does employee behavior and procedure interact in order to provide superior service? What are examples of verbal and nonverbal employee communications to guests? What are the qualities and interpersonal skills required for superior service? What steps should employees follow when a complaint is reported by a customer? CRITICAL QUESTION: For what reasons is it important that customer complaints be handled professionally and swiftly?[B][C]

TS29:3 Have students work in pairs to develop visual displays on posterboard listing guidelines and steps for hosts/hostesses to follow when greeting customers and presenting menus. Steps should be numbered in order of how they are performed. (Refer students to pages 322-323 of the Reference Book for information on this topic.) Display visuals in the classroom or class display case.[C]

TS29:4 Divide the class into small groups to prepare a skit that illustrates proper procedures for the greeting of customers and the presentation of menus. Props that will be needed are "menus," customer coats and hats, table with chairs, and glasses of water. (Specific guidelines to follow in each skit can be found on pages 322-323 of the Reference Book or from the visual displays created in the previous Teaching Strategy.) Have groups present skits to the class. Allow student audience to evaluate and discuss skits following each performance. KEY QUESTIONS: Why should the host/hostess wait for customers to be seated prior to presenting menus? Which type of food operations might have menus already placed on the tables prior to the seating of the customer?[C]

TS29:5 Have each student observe how two different food service facilities greet customers and present menus. Write a comparison paper listing the advantages and disadvantages of each facility's greeting practices. Allow student volunteers to share their papers with the class. Collect assignment.[B]

WRITING, PLACING, AND PICKING UP ORDERS

TS29:6 Invite a panel of two to three food service facility managers to speak (or present a demonstration) to the class about procedures for writing orders. Ask panel members to bring samples of menus and several completed guest checks. Allow students to examine guest checks and menu items to determine what the abbreviations on the guest checks represent. Ask each panel member to explain the abbreviation system used at his or her facility. Guide students in preparing questions prior to the arrival of the panel. Sample questions include the following: Why are abbreviations used on guest checks? What are the disadvantages of abbreviations? What information besides the ordered foods should be included on a guest check? Why?

TS29:7 Duplicate and distribute Teaching Aid 121, Revising Menus. Allow students to brainstorm possible abbreviations for each item on the menu. Have students agree on which abbreviations would work best in a food facility. Ask students to justify choices. Obtain blank guest checks for students to practice taking orders from customers and filling out guest checks using adopted abbreviations. Divide the class into small groups. Have students take turns role playing the following characters:

- customers ordering food
- employees taking orders from customers
- cooks interpreting abbreviations on guest checks

Customers will place their orders from items offered on the menu while the employee writes the orders down in abbreviated format on the guest check. The order will be given to the cook who will interpret the order by deciphering the abbreviations on the guest check. Walk one of the groups through the role play situation to demonstrate to students how to practice this Teaching Strategy. After each student has had the opportunity of role playing all three characters, have groups write an observation report on the positive and negative aspects of their role playing experience. Allow student volunteers to share their reports with the class. Collect written assignment.[B][C]

TS29:8 Lead a class discussion about the special duties of servers in food service operations. KEY QUESTIONS: Why should waitpersons repeat customers' orders back to them prior to handing the written orders over to the kitchen staff? Who should servers address first when a group of customers are dining together? In what direction around a table (or seating order) should servers record customer orders? Why? How can servers remember which orders belong to which tables? How can servers remember which orders belong to which customers at a particular table? What is the purpose of servers writing customers' orders in particular sequences? What is meant by a reference point system?[C]

TS29:9 Have each student list the foods ordered by a family of four that would require cooks and servers to "time the order." Have students exchange lists, read, and suggest specific ways to "time the order." Ask each student to write down suggestions for cooks and servers to apply in order that customer satisfaction is maintained. Collect suggestions. KEY QUESTIONS: How can servers and cooks work together to properly time orders? When should cold food items be delivered to customers?[C]

SERVING FOOD AND BEVERAGES

TS29:10 Obtain and have students view the 1993 training videotape *Serving the Meal* (10 minutes) from the Educational Foundation of the National Restaurant Association. (See reference list item number six for further information.) Lead a class discussion about the information presented in the videotape. KEY QUESTIONS: What are the six basic steps of service? What are the correct procedures for each of the following:

- serving customers
- clearing tables
- when and how to check with customers

TS29:11 Duplicate, distribute, and have each student complete Teaching Aid 131, What Next? After all "number one students" have thought of and written down all six predicaments as requested in the directions, collect papers. Redistribute papers to remaining students other than those whose names appear at the top of the page. Instruct this "second round" of students to follow the directions for "student number two" as instructed on the Teaching Aid. Upon completion of the written solution, ask students to share predicaments and suggested solutions for predicaments at each service level. Allow students to discuss alternative solutions. Collect all papers.[C]

TS29:12 Divide the class into six groups to develop a skit using one of the following assigned topics:

- preparing for service
- greeting the guest
- taking the order
- serving the order
- checking back
- ending the meal

Two skits should be performed by each group for the class. The first skit will illustrate the practice of improper procedures and the consequences that might occur. The second skit will illustrate the practice of proper procedures and the benefits that might occur. Following each group's first skit ask the class audience to identify the improper procedure. Once the improper procedure has been identified, the second skit that illustrates the correct procedure may be presented. Have each group write a summary of both skits presented, making sure to identify which of the skits illustrates the proper procedure to follow.[C]

COMPLETING SIDEWORK

TS29:13 Write the word *Sidework* on the chalkboard or overhead projector. Define the word and lead students to brainstorm examples of sidework performed by servers in food service facilities. Have a student volunteer write examples on the chalkboard or overhead projector. KEY QUESTIONS: When is sidework usually accomplished? Why is sidework considered an important part of server duties?

TS29:14 Lead a class discussion about the role of servers after customers have been served their meals. KEY QUESTIONS: What is follow-up service? Who provides follow-up service? How often should follow-up service occur during the course of a customer's meal? When should follow-up service be offered?

Are there different methods of presenting checks to customers? What is the difference between informal and formal check presentation procedures? How can employees help customers experience pleasant departures from food service facilities? CRITICAL QUESTIONS: In what ways might excessive follow-up service irritate customers? How can servers determine if they are providing a proper amount of follow-up service that is not excessive?[C]

COOPERATING WITH CO-WORKERS

TS29:15 Obtain and have students view the 1993 training videotape *Teamwork* (10 minutes) from the Educational Foundation of the National Restaurant Association . (See reference list item number six for further information.) Lead a class discussion about the information presented in the videotape. KEY QUESTIONS: How does teamwork benefit employees? How does the food service operation benefit employees? What are examples of personal strengths that are useful to the team? What are some common difficulties faced by teams? What are practical suggestions for resolving these difficulties? CRITICAL QUESTION: What is meant by the phrase "co-workers should be viewed as internal customers?"[C]

TS29:16 Display a transparency of Teaching Aid 132, Results of Teamwork. Discuss the three listed benefits resulting from good teamwork. Ask each student to choose one of the benefits about which to write. Each written account should illustrate teamwork in a food service facility. The illustrated teamwork, in turn, should result in one of the benefits listed on the Teaching Aid. Have students share their papers with the class. Collect assignment.[C]

BANQUET SERVICE TECHNIQUES

TS29:17 Invite a banquet manager to speak to the class about what is involved in organizing banquets. Ask the manager to also discuss the difference between service techniques used at banquets and service techniques used at full-service food facilities. Guide students in preparing questions prior to the arrival of the banquet manager. Sample questions include the following: What are staffing guidelines? What is meant by a service station? What determines the number of servers needed for any particular banquet? What is the average number of servers needed for a typical banquet of one hundred persons? What types of foods are difficult to serve at banquets? What is the proper sequence for serving a table of customers at a banquet? What kind of equipment is required for proper banquet service? Have each student write a paper summarizing the information presented by the speaker. Collect assignment.[C]

TS29:18 Explain the difference between catered meals and banquets. Have students conduct research into the history of banquets and allow volunteers to share findings with the class. KEY QUESTIONS: What is the purpose of banquets? Why have banquets remained popular throughout the years? What are common types of meals served at banquets? In what types of environments are banquets commonly held?[B]

TS29:19 Have students role play communication between a banquet manager and a customer consulting the manager about planning a future banquet. Lead a class discussion about important factors that should be discussed during the preliminary meeting between the customer and the banquet manager. KEY QUESTIONS: What specific information must the banquet manager find out from the customer in order to help the customer plan the banquet and provide accurate financial estimates? What specific information should the customer obtain from the banquet manager prior to signing an agreement?[C]

MARKETING TECHNIQUES

TS29:20 Divide the class into small groups to discuss examples of merchandising techniques that they have observed in the food service industry. Allow groups to share examples with the class as a student volunteer writes answers on the chalkboard or overhead projector. Lead a class discussion about the effects that merchandising techniques have on customers in a food service facility. KEY QUESTIONS: What might be your personal response to the marketing strategies described? Do some customers have needs that prevent them from taking advantage of merchandised "specials?"[C]

TS29:21 Have each student bring to class an advertisement for a food service facility. Write a description of customers (such as student crowd, breakfast bunch, couples, business crowd, or parents with young children) that each establishment is trying to target and provide explanations to justify theories. Allow student volunteers to share findings with the class. Collect papers.[C]

TS29:22 Ask each student to design and create an "eye catching" advertisement or flyer to merchandise the menu of a food service facility. Have students present their advertisements to the class and describe the type of customers (such as student crowd, breakfast bunch, business crowd, couples, or parents with young children) the advertisement is intended to reach. Display advertisements and flyers in the classroom or class display case.

TS29:23 Lead students to brainstorm different classifications or categories of customers (such as student crowd, breakfast bunch, business crowd, couples, or parents with young children) who at one time or another will utilize the services of the food facility. Have a student volunteer write answers on the chalkboard or overhead projector. Lead a class discussion about ways to meet the needs of each category of customer listed. KEY QUESTIONS: How can employees determine the needs of their customers? How can individual needs be met? What category of customers might be challenging to handle?[B][C]

TS29:24 Have students work in pairs to develop a skit that illustrates an employees sensitive response to a customer with a special need. Have student audience evaluate each skit and comment on alternate ways to handle the situation.[C]

TS29:25 Prepare cards in advance by writing on each card one of the following characteristics or situations that a customer might introduce into the customer/server relationship:

- anger
- complaining
- dieting
- flirtatiousness
- hurriedness
- indecisiveness
- intoxication
- noisiness
- physical disability
- rudeness

Have two students come to the front of the classroom. Ask students to pick one of the cards. One student will role play the customer and the other student will role play the host/hostess or server at the food facility. After all students have had the opportunity of participating in a role play, lead a class discussion about customers that prove to be challenging in some way and how to respond in a professional way to each situation. KEY QUESTIONS: What methods illustrated by the host/hostess or server seemed to have been affective? At what point should the food service manager be notified in order to intervene for the host/hostess or server?[C]

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Kohr, Robert L. *Accident Prevention For Hotels, Motels, and Restaurants.* New York: Van Nostrand Reinhold, 1991.

Lundberg, Donald. *The Management of People in Hotels and Restaurants.* Iowa: Wm. C. Brown Publishers, 1992.

Stipanuk, David M., and Harold Roffman. *Hospitality Facilities Management and Design.* Michigan: Educational Institute of the American Hotel & Motel Association, 1992.

U.S. Department of Labor, Bureau of Labor Statistics. *Recordkeeping Guidelines for Occupational Injuries and Illnesses.* U.S. Government Printing Office, 1993.

REFERENCE LIST

All materials should be ordered well in advance to ensure availability.

1. Texas Department of Health
Audiovisual Library
1100 W. 49th Street
Austin, Texas 78756
Tel. (512) 458-7260

2. American Hotel & Motel Association
Educational Institute
PO Box 1240
East Lansing, MI 48826
Tel. (800) 344-4381 extension 933

3. Department of Agricultural Communications
Audiovisual Library
Reed McDonald Building, Room 012
College Station, TX 77843-2112
(*Special Instructions*: Mail out a completed D-1084 form two weeks in advance.)

4. National Safety Council
P.O. Box 558
Itasca, IL 60143-0558
Tel. (800) 621-7619

5. Cambridge Educational
P.O. Box 2153, Dept. HE12
Charleston, WV 25303
Tel. (800) 468-4227

6. National Restaurant Association
The Educational Foundation
Customer Service Department
250 South Wacker Drive, Suite 1400
Chicago, Il. 60606
Tel. (800) 765-2122

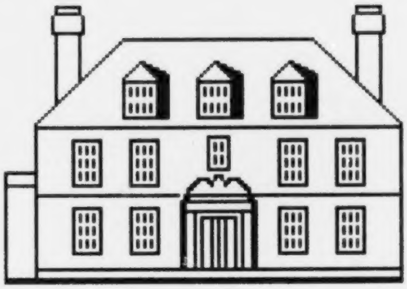
7. Home Economics Curriculum Center
Texas Tech University
P.O. Box 41161
Lubbock, TX 79409-1161
Tel. (806) 742-3029

Teaching Aids

Terms Used for Lodging Operations

Directions: Lodging operations are given specific names for the purpose of portraying a certain image. Listed below are some terms used to describe lodging operations. Complete the blank spaces with what you think is portrayed or suggested in the last three lodging operation terms.

Term	Portrays / Suggests
"inn"	Warm, friendly feelings
"hotel"	efficiency, service, amenities
"motel"	
"motor hotel"	
"motor lodge"	



TA 2

A Perfect Match: Hotels and Guests

Directions: Listed below are five types of hotels. Give a description of the type of guests, such as family vacationers, dignitaries meeting with officials, conventioneers, newlywed couples, and persons on extended stays, that would most likely patronize each of the following hotels.

Commercial Hotels

Residential Hotels

Luxury Hotels

Resort Hotels

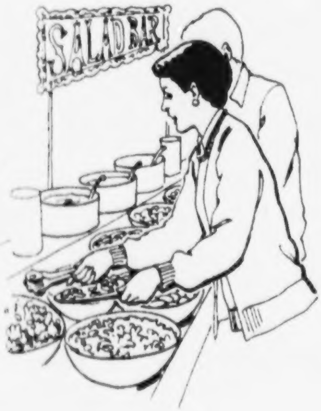
Condominium Hotels

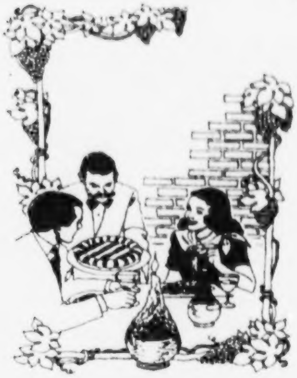
Food and Beverage Establishments

Directions: Describe each type of service that is illustrated.

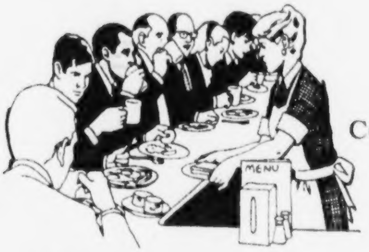
TYPE OF SERVICE **DESCRIPTIONS**

Self-Service

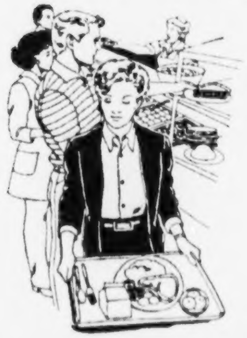




Seated Service



Counter Service



Trayline or
Cafeteria Service

TA 4

Food and Beverage Operations

Full-Service Restaurants

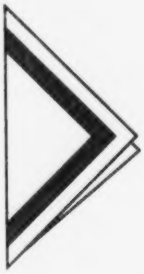
Fast-Food Restaurants

Cafeterias

TAKE HOME
DEPT.

Takeout Services

Catering Services



Home Delivery Services

Institutional Food Services

Snack Bar and
Vending Service

Personal Qualities for Managers

Directions: Write down one benefit of each of the personal qualities listed.

Personal quality	Benefit of Personal Quality
Good communication skills	encourages feedback from customers and employees
Good management style	
Good leadership abilities	
Good organizational skills	
Capability to perform many tasks	
Toleration of working long hours	
Interest in the industry	
Good technical skills	

Professionalism in Hospitality Services

Directions: Develop a skit to demonstrate professional and nonprofessional responses appropriate for the following situations.

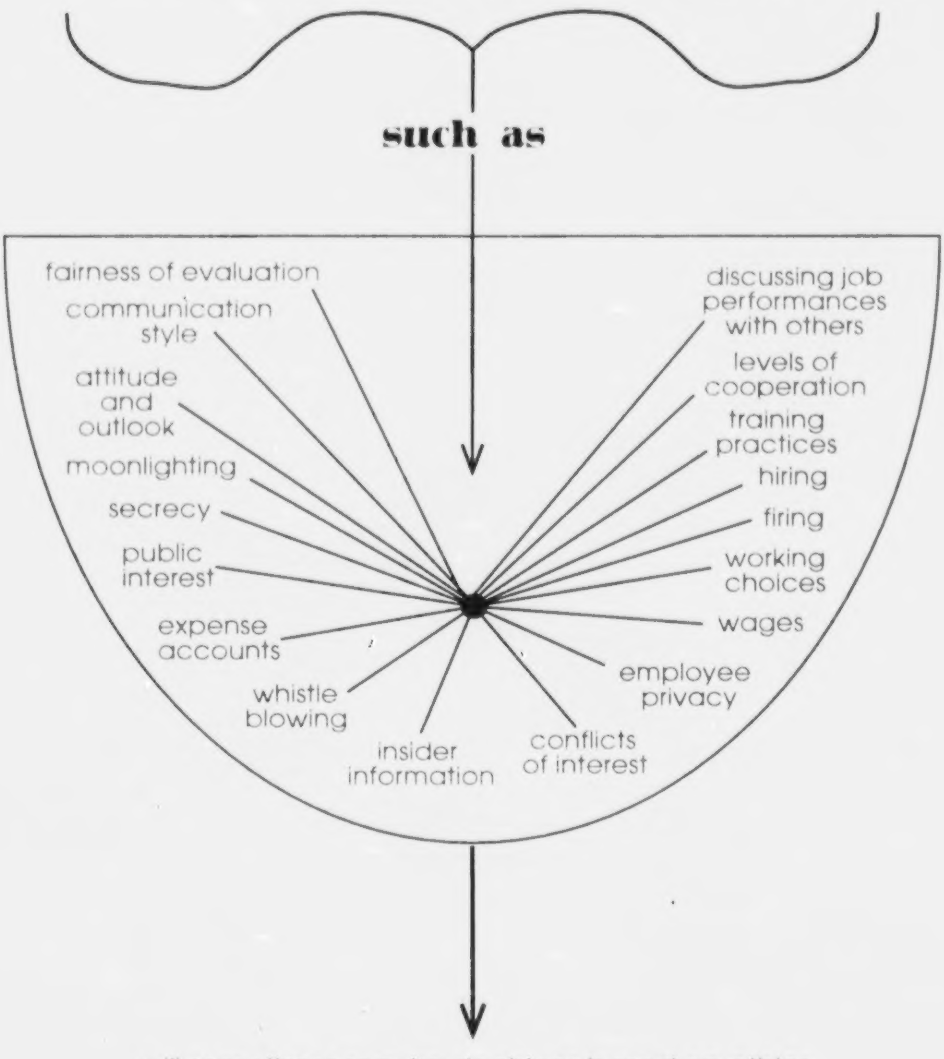
Mr. and Mrs. Sheldon have just arrived at your hotel from their long trip. They appear irritated and have emphatically requested a room on the first floor. You have just noticed that all first floor rooms are presently occupied. What do you do?

One of the restaurant cooks had to leave for an emergency. Lunch hour is approaching and you are not able to get a substitute to fill in the spot. You are thinking about helping with food preparation until you remember the important city-sponsored meeting you promised to attend is going to start. You will be representing your business and are afraid if you pitch in to help the other cook you may not appear well-groomed for the meeting.

Mr. and Mrs. Levine are guests at your hotel celebrating their first year anniversary. They brought two special glasses to use for their celebration evening. The next day, after their room is cleaned, the glasses are no where to be found. The report states that although the glasses are valued at under $5.00 a piece, there is great sentimental value attached to them. Mr. and Mrs. Levine are distressed. What do you do?

Ethical Decisions Involve...

- Ethical dilemmas and decision-making needs may develop as a result of business and employee relationships.



Business and Employee Relationships

such as

fairness of evaluation

communication style

attitude and outlook

moonlighting

secrecy

public interest

expense accounts

whistle blowing

insider information

conflicts of interest

employee privacy

wages

working choices

firing

hiring

training practices

levels of cooperation

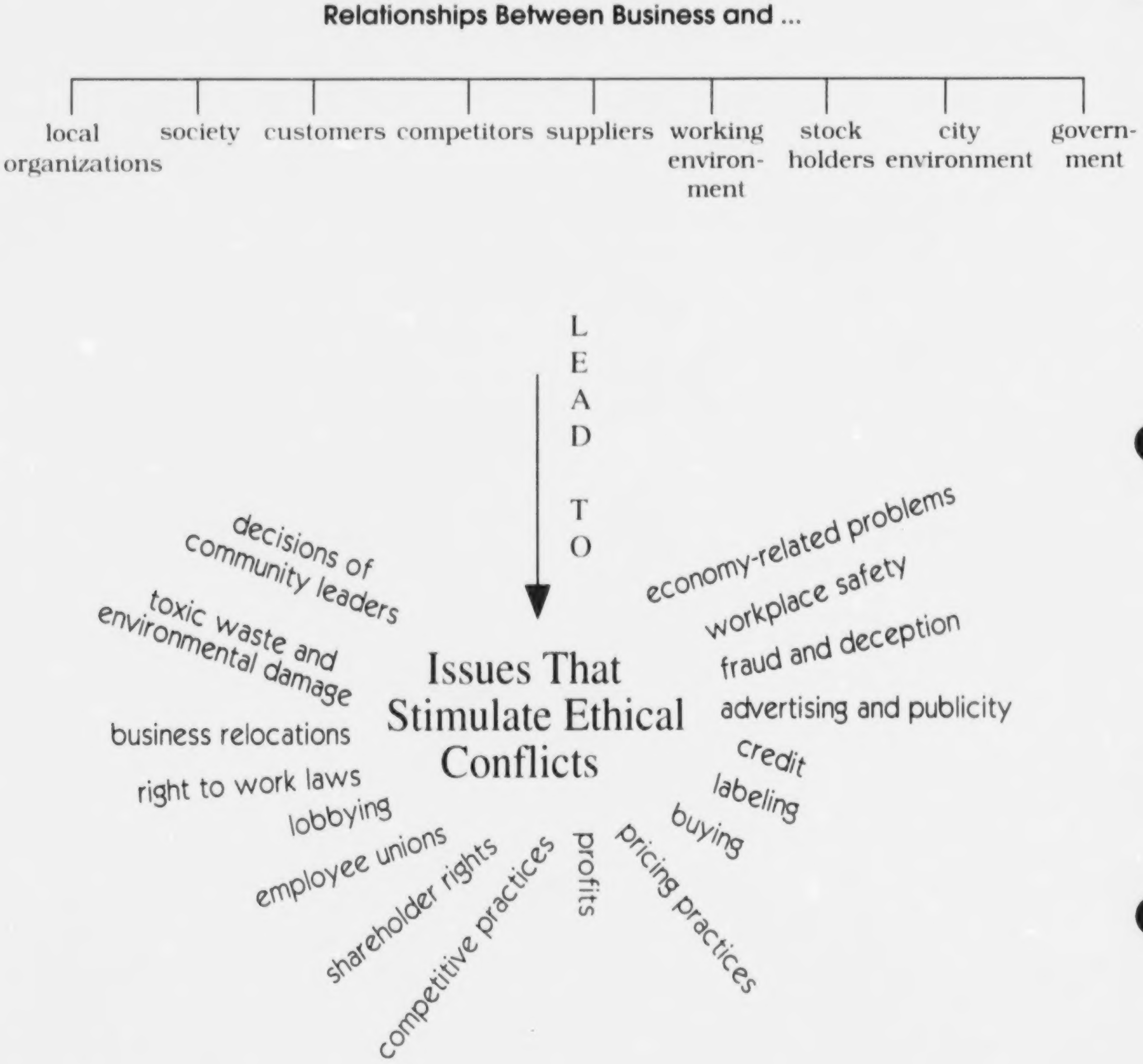
discussing job performances with others

will sometimes require decisions based on ethics

TA 8

Issues That Stimulate Ethical Conflicts

- Certain issues create ethical conflicts in relationships between businesses and their customers, competitors, suppliers, and stockholders.



Relationships Between Business and ...

- local organizations
- society
- customers
- competitors
- suppliers
- working environment
- stock holders
- city environment
- government

LEAD TO

Issues That Stimulate Ethical Conflicts

- decisions of community leaders
- toxic waste and environmental damage
- business relocations
- right to work laws
- lobbying
- employee unions
- shareholder rights
- competitive practices
- profits
- pricing practices
- buying
- labeling
- credit
- advertising and publicity
- fraud and deception
- workplace safety
- economy-related problems

TA 9

Organizational Options in Hospitality Services

Sole Proprietorship

- owner controlled and operated
- liability unlimited

Corporation

- creation is state regulated
- shareholders responsibile for liabilities

General Partnership

- jointly controlled and operated
- liability unlimited

Limited Partnership

- jointly operated
- controlled by "silent partners"
- liability limited

TA 10

Getting Started as a Sole Proprietor

There are common reasons that persons become interested in starting their own businesses. Those most attracted to entrepreneurships*[1] include persons who . . .

1

- *want to be their own bosses*
- *want financial independence*
- *are most productive in self-directed working environments*
- *dislike policy procedures*
- *want creative freedom*
- *want to fully use their skills and knowledge*
- *can effectively communicate with others*

Questions for prospective entrepreneurs*[2]:

2

1. *What type of business are you interested in starting?*
2. *What services or products will you sell?*
3. *What skill and experience do you bring to this type of business?*
4. *What name will you go by?*
5. *What kind of resources do you have available?*

Important considerations for future entrepreneurs:

3

- *spare time activities*
- *technical skills developed or learned*
- *talents according to friends and relatives*
- *support of family and spouse*
- *time available to run a business*
- *marketable hobbies or interests*

*[1] entrepreneurship - the creation of new business by private individuals

*[2] entrepreneurs - private individuals who create new businesses.

Adapted from "How To Start a Small Business," *Focus on The Facts Series (#2)* U.S. Small Business Administration. Printed with Permission

Methods of Operation

Directions: Each of the five methods of operation shown below are also referred to as either an INDEPENDENT OPERATION or a MULTIPLE UNIT ORGANIZATION. Under each method of operation, write the term with which it is associated.

Chain Operated

____

Franchise

____

Owner Operated

____

Independent

____

Owner Managed

____

Identifying Independent Operations

Independent Business

Owner-Operated Business

Owner-Managed Business

Directions: Write the type of independent business that applies to each of the following descriptions.

________________ A. the owner influences the direction of the general manager's decisions.
________________ B. hires staff/employees
________________ C. is considered highly efficient
________________ D. tasks are delegated
________________ E. the owner does not hire or supervise employees
________________ F. no payrolls
________________ G. general managers are hired
________________ H. services provided by owner
________________ I. decisions made by owner
________________ J. general managers may be necessary following growth
________________ K. decisions made by owner and assistants.

Answers: Owner-Operated Business — C,F,H,I
Independent Business— A,D,E,G,J
Owner-Managed Business — B,D,J,K

Note: Letters D and J have two possible answers

Employee Contributions Toward Safety

identify and report hazards

working knowledge of emergency procedures

can locate emergency equipment

observe safety rules and procedures

working knowledge of current escape routes

can operate emergency equipment

Directions: Give at least one specific example of each of the above ways that employees can contribute toward the safety of the hospitality service of which they are employed.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

Building and Safety Codes

Building and Safety codes enforce requirements related to

A. fire prevention
B. structural safety
C. size and number of rooms allowable
D. exits
E. ventilation
F. refrigeration
G. heating
H. sanitary equipment for buildings

Building and Safety codes are enforced when structures are

1) being built
2) being rebuilt
3) being remodeled
4) being used
5) being operated

Failure to correct violations include the following:

- fines
- loss of certificate of occupancy
- jail sentences

TA 15a

Est. ID (1-10)	County	Dist.	Est. No.	Census Tract	Sani. Code		Yr	Mo	Day	Travel Time	Inspec. Time
				11-13	14-16	17-22				23-25	26-28

Owner Name: ____________________ Establishment Name: ______________________________

Address: ____ Zip ________

Purpose

Regular.......29-1

Follow-up........2

Complaint........3

Investigation....4

Other................5

Food Service Establishment Inspection Report

Based on an inspection this day, the items circled below identify the violations in operations or facilities which must be corrected by the next routine inspection or such shorter period of time as may be specified in writing by the regulatory authority. Failure to comply with any time limits for corrections specified in this notice may result in cessation of your Food Service operations.

	ITEM NO.		WT.	COL.
FOOD	*01	Source; sound condition, no spoilage	5	30
	02	Original container; properly labeled	1	31
FOOD PROTECTION	*03	Potentially hazardous food meets temperature requirements during storage, preparation, display, service, transportation	5	32
	*04	Facilities to maintain product temperature	4	33
	05	Thermometers provided and conspicuous	1	34
	06	Potentially hazardous food properly thawed	2	35
	*07	Unwrapped and potentially hazardous food not re-served	4	36
	08	Food protection during storage, preparation, display, service, transportation	2	37
	09	Handling of food (ice) minimized	2	38
	10	In use, food (ice) dispensing utensils properly stored	1	39
PERSONNEL	*11	Personnel with infections restricted	5	40
	*12	Hands washed and clean, good hygenic practices	5	41
	13	Clean clothes, hair restraints	1	42

FOOD EQUIPMENT & UTENSILS	14	Food (ice) contact surfaces: designed, constructed, maintained, installed, located	2	43
	15	Non-food contact surfaces: designed, constructed, maintained, installed, located	1	44
	16	Dishwashing facilities: designed, constructed, maintained, installed, located, operated	2	45
	17	Accurate thermometers, chemical test kits provided, gauge cock (1/4" IPS valve)	1	46
	18	Pre-flushed, scraped, soaked	1	47
	19	Wash, rinse water: clean, proper temeprature	2	48
	20	Sanitization rinse: clean, temperature, concentration, exposure time; equipment, utensils sanitized	4	49
	21	Wiping cloths: clean, use restricted	1	50
	22	Food-contact surfaces of equipment and utensils clean, free of abrasives, detergents	2	51
	23	Non-food contact surfaces of equipment and utensils clean	1	52
	24	Storage, handling of clean equipment/utensils	1	53
	25	Single-service articles, storage, dispensing	1	54
	26	No re-use of single service articles	2	55
WATER	*27	Water source, safe: hot and cold under pressure	5	56
SEWAGE	*28	Sewage and waste water disposal	4	57
PLUMBING	29	Installed, maintained	1	58
	*30	Cross-connection, back siphonage, backflow	5	59

TOILET & HAND-WASHING FACILITIES	*31	Number, convenient, accessible, designed, installed	4	60
	32	Toilet rooms enclosed, self-closing doors, fixtures, good repair, clean; hand cleanser, sanitary towels / tissues / handdrying devices provided, proper waste receptacles	2	61
GARBAGE & REFUSE DISPOSAL	33	Containers or receptacles, covered: adequate number	2	62
	34	Outside storage area enclosures properly constructed, clean; controlled incineration	1	63
INSECT, RODENT, & ANIMAL CONTROL	*35	Presence of insects / rodents — outer openings protected, no birds, turtles, or other animals	4	64
FLOORS, WALLS & CEILINGS	36	Floors, constructed, drained, clean, good repair, covering installation, dustless cleaning methods	1	65
	37	Walls, ceiling, attached equipment: constructed, good repair, clean, surfaces, dustless cleaning methods	1	66
LIGHTING	38	Lighting provided as required, fixtures shielded	1	67
VENTILATION	39	Rooms and equipment — vented as required	1	68
DRESSING ROOMS	40	Rooms clean, lockers provided, facilities clean, located	1	69
OTHER OPERATIONS	*41	Toxic items properly stored, labeled, used	5	70
	42	Premises maintained free of litter, unnecessary articles, cleaning maintenance equipment properly stored. Authorized personnel	1	71
	43	Complete separation from living sleeping quarters. Laundry.	1	72
	44	Clean, soiled linen properly stored	1	73

FOLLOW-UP	RATING SCORE	ACTION
Yes ..... 74-1 No 2	100 less weight of items violated ☐☐☐	Change 78c Delete ..... D

Received by: name ____________

title ____________

Inspected by: name ____________

title ____________

* Critical items requiring immediate attention

Remarks on back [80-1] [illegible]

Form No. E - 40 (8/85)

Distributed by the Texas Department of Health

Steps Toward Accident Prevention

Directions: List three strategies that would help to prevent each of the following accidents from occurring in hospitality service environments.

A. Preventing burns

1. ______________________________
2. ______________________________
3. ______________________________

B. Preventing fires

1. ______________________________
2. ______________________________
3. ______________________________

C. Preventing gas explosions

1. ______________________________
2. ______________________________
3. ______________________________

D. Preventing electrical shock

1. ______________________________
2. ______________________________
3. ______________________________

E. Preventing back strains

1. ______________________________
2. ______________________________
3. ______________________________

F. Preventing falls

1. ______________________________

2. ______________________________

3. ______________________________

G. Preventing fatigue

1. ______________________________

2. ______________________________

3. ______________________________

H. Preventing cuts

1. ______________________________

2. ______________________________

3. ______________________________

Preparing For Fire Emergencies in Hospitality Services

Directions: Use the Reference Book as a tool for finding the correct answers.

Five Areas to Plan For:

1. Fire Prevention Techniques

- Regular inspections of a) ______ b) ______
  c) ______ d) ______
  e) ______ f) ______

2. Employee Responsibilities

- Knowledge about locations of a) ______
  b) ______
  c) ______
- Sometimes training is provided on a) ______ b) ______
- Purposes of emergency meeting place a) ______
  b) ______

3. Procedures for Reporting Fires

- The following information should be provided:
  a) ______ b) ______
  c) ______ d) ______
  e) ______ f) ______

4. Procedures for Evacuation

- Employees to be given further instruction such as
  a) ______ b) ______

5. Procedures for Extinguishing Fires

- employees should have knowledge about a) ______
- employees should have training using b) ______

Preparing For Fire Emergencies in Hospitality Services

Answer Sheet

1. smoke and heat detectors, fire alarms, sprinkler systems, fire hoses, kitchen exhaust hood chemical dumps, fire extinguishers

2. fire exits, fire extinguishers, fire emergency meeting locations — operating fire extinguishers and alarms, cardiopulmonary resuscitation procedures — report for roll call and receive further instructions

3. callers name, name of business, business address, location of fire within building, size of fire, type of fire

4. additional duties, keeping exits and walkways to exits clear

5. the three categories of fires, appropriate fire extinguishers

TA 18

Reacting to a Fire Emergency in a Hospitality Service Business

❀ Work in pairs to complete. Refer to one of the groups of hospitality employees. A second pair of students will complete part 2 and return to student pair #1 for final comment.

Part I (student pair #1 complete)

Team Members ______________________________
Groups of Employees ______________________________

Responsibility that was Overlooked ______________________________
____
____
____

Predicted Outcome______________________________
____
____

Part II (student pair #2 complete according to information provided in part 1)

Team Members ______________________________

Suggestions for Preventing this problem in the future ______________________________
____
____
____
____

Steps for Implementing Preventive Measures ______________________________
____
____
____

Part III (student pair #1 complete according to information provided in parts 1 and 2)

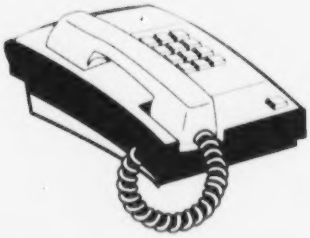
Reflections/Conclusions ______________________________
____
____
____

It's an Emergency If . . .

- ✓ the situation is life threatening
- ✓ the guest is unconscious
- ✓ there is a serious head, neck, or back injury
- ✓ broken bones are obvious
- ✓ there is severe bleeding
- ✓ the guest has serious difficulty breathing
- ✓ the guest is in shock
- ✓ the guest contracts a sudden serious illness and cannot be easily moved

TA 20

Active Measures For Medical Emergencies



Ⓐ INTERVENTION

1. Employee calls trained medical person, security personnel, or medical emergency manager.
2. Appropriate person called comes to the scene to assess the situation and perform necessary treatment... ...while paramedics or emergency medical personnel who have already been called are on their way.

Ⓑ While waiting for medical help.

1. tell the victim that help will arrive soon.
2. stay calm.
3. keep the victim calm.
4. keep other people calm.
5. make sure medical help is on the way.
6. remain with the victim until medical help arrives.
7. find out what happened to the victim.
8. report potential hazards to supervisor for correction.
9. give details of the situation to the general manager.

Ⓒ Follow up

If the victim is transported to the hospital, the hotel and food operation should care for the personal belongings of the victim, show extra hospitality, and assist in any way to make the situation more bearable.

✚ FIRST AID PRINCIPLES ✚

❀ For use by qualified persons.

1. LOOK OVER THE SITUATION

- Is the emergency or injury minor or major?
- Does the emergency or injury require immediate medical attention?
- Can the situation be remedied with first aid?

2. CHECK THE PERSON

- Determine the extent of the injury, if possible.
- If the person is conscious, ask the person to describe any pain or injury that may not be visible.
- Try to keep the person as calm as possible.

3. MAKE THE PATIENT COMFORTABLE

- If the person is seriously hurt, try not to move the person until medical assistance arrives.
- If needed, gather blankets to cover the person.
- Try to keep the person as calm as possible.

4. GIVE THE NECESSARY FIRST AID TREATMENT

- Give first aid if the person does not require professional medical attention.
- Give first aid if the person needs help before medical help arrives.

5. CALL FOR MEDICAL ASSISTANCE

- If necessary, phone the ambulance, paramedics, or fire department.
- If assistance is not needed at the scene of the emergency, but the person requires medical attention, take the person to the hospital emergency room or to the nearest urgent care center.

Adapted from: *Services For The Elderly Curriculum Guide* (TA 116)

REMEMBER

L • I • F • E

L • *Location of Emergency*

I • *Injuries and number of people injured*

F • *First aid already given*

E • *Equipment required to treat specific injuries*

Adapted from *Services For The Elderly Curriculum Guide* (TA 119)

Preserving The Personal Touch in a High-Tech Hospitality Environment

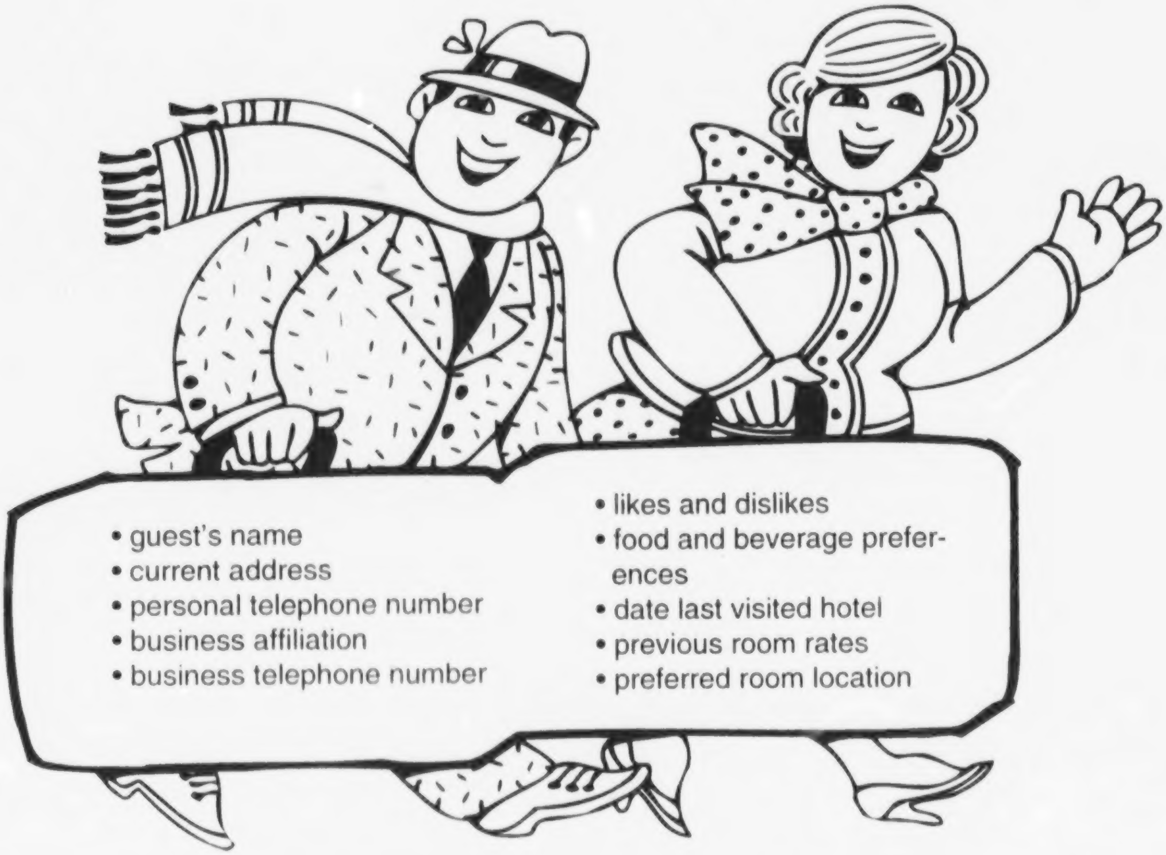
Computers and automation in the hospitality industry tend to depersonalize customer service. In order for guests to receive personal attention and human contact, what can hospitality services do to compensate for the following high-tech methods?

High-Tech	Personal Touch
Computerized self-service check-in terminal	
Computer terminals in full view at front desk used for registering guests	
Computerized telephone messages such as those used for wake-up calls	
Computerized self-service travel information centers	
Self-serve line-type cafeteria	

TA 24

What's in a Guest History?

Some hotels keep guests histories on file to help better serve guests who frequent their facilities. Information can be used for providing personal attention. Information found in a guest history usually includes the following:



- guest's name
- current address
- personal telephone number
- business affiliation
- business telephone number
- likes and dislikes
- food and beverage preferences
- date last visited hotel
- previous room rates
- preferred room location

What other helpful information might be included in a guest history?

Management Systems Matching

Directions: Match the definition with the appropriate term by placing the correct letter of the matching description in the answer column.

TERM	ANSWER
1. computerized self-service check-in terminal	
2. bucket	
3. city ledger	
4. energy management systems	
5. property management systems software	
6. guest folio	
7. inventory	
8. interfacing point of sales terminals	
9. automatic programmable lock	
10. key card	
11. guest ledger	
12. ledger	
13. amenities	

DEFINITION

A. devices that can help businesses and individuals control their use of money

B. a book in which debits and credits are posted

C. the purpose is to replace front desk clerks

D. a list of rooms available to sell for particular dates

E. used to record bar or restaurant charges by non-registered guests living locally

F. allows charges from one location to be fed information to a connected main computer

G. designed to improve a hotel's information management by assisting with many paperwork and scheduling duties

H. a card with numbers or hotels that represent a code that unlocks a corresponding lock

I. programmed with a computerized code and has a slot in which the key card will fit

J. used to record charges of registered guests at hotels

K. an indentifying reference assigned to guests and their room numbers in order to post charges

L. reservations rack where the guest folio is kept

M. added goods, services, or luxuries offered by hospitality services for the benefit of pleasing guests

Answers: 1-C, 2-L, 3-E, 4-A, 5-G, 6-K, 7-D, 8-F, 9-I, 10-H, 11-J, 12-B, 13-M

TA 26

Hotel Security Systems

Security System	Description of System
Automatic Programmable Lock Systems	____________________ ____________________ ____________________ ____________________ **Advantages:** ____________________ **Disadvantages:** ____________________ ____________________
Automatic Cash Controlled Machines	____________________ ____________________ ____________________ ____________________ **Advantages:** ____________________ **Disadvantages:** ____________________ ____________________
Automatic Timers	____________________ ____________________ ____________________ ____________________ **Advantages:** ____________________ **Disadvantages:** ____________________ ____________________
Electronic Video Monitor Systems	____________________ ____________________ ____________________ ____________________ **Advantages:** ____________________ **Disadvantages:** ____________________

General Maintenance and Repair Responsibilities

Waste Removal

Recreational Equipment

Safe Storage Procedures

Furniture

Fixtures

Groundskeeping

Decor

Landscaping

Tool and Supply Upkeep

Mechanical Equipment

Electrical Equipment

Plumbing

Examples of Maintenance and Repair Responsibilities

Directions: Complete the following table.

General Maintenance and Repair Responsibilities		Specific Example
+	Groundskeeping	clipping front hedges
+	Waste Removal	
+	Safe Storage Procedures	
+	Recreational Equipment	
+	Fixtures	
+	Furniture	
+	Decor	
+	Landscaping	
+	Tool Supply Upkeep	
+	Mechanical Equipment	
+	Plumbing	
+	Electrical Equipment	

Common Maintenance Duties in Hospitality Operations

Daily

- → Inspection of guest rooms
- → Temperatures of
    - swimming pools
    - recreational areas
    - freezers
    - coolers
    - commercial areas
    - boiler
    - exercise equipment

Weekly

- → exterior/interior building inspection
- → landscape maintenance
- → elevator maintenance
- → light checks
- → key inventory
- → area maintenance
- → sign maintenance
- → walkway security
- → entrance and exit security
- → water temperature check

Monthly

- → vacuum cleaner maintenance
- → air conditioner filter checks
- → smoke detectors checks
- → maintenance shop areas cleaned
- → floor mats cleaned
- → water line strainers cleaned
- → dryer belts checked, lint removed

Quarterly

- → matresses rotated
- → carpets cleaned
- → fire extinguishers and ice machines checked

Bi-Monthly

- → plumbing lines cleaned out

Bi-Annually

- → bathroom fan filter replaced
- → hot water system inspected and cleaned out
- → weather stripping replaced

Every Two Months

- → Inspect
    - dryers
    - washers
    - kitchen appliances
    - water heaters
    - locks
    - keymaking machines
    - meeting rooms
    - parking lots
    - gutters
    - housekeeping carts
    - cribs
    - roll away beds

Annually

- → pool filters cleaned and inspected

Factors That Influence Temperature Comfort

Although a proper heating and air conditioning system is paramount to controlling indoor comfort, there are other factors that affect the temperature in a room. Some of these factors are listed below.

Directions: Provide an explanation for each factor given.

Factor	Explanation of How Factor Affects Temperature
Humidity Level	In warm temperatures a high humidity level can make temperatures seem even warmer. Very low humidity levels can make high temperatures seem lower.
Air Circulation in Room	
Room Surface Temperatures	

Activity Level in Room	
Leaking Windows	
Type of Clothing Worn	
Appliances in Room	

TA 31

Sample Specification Sheet

From: Edgewood Hotel

Item: Paper Towels

Size: 9 1/2" x 10 1/2"

Type: Singlefold, 1 ply

Color: White

Count: 250 per package

Unit: 16 packages or 4,000 count per case

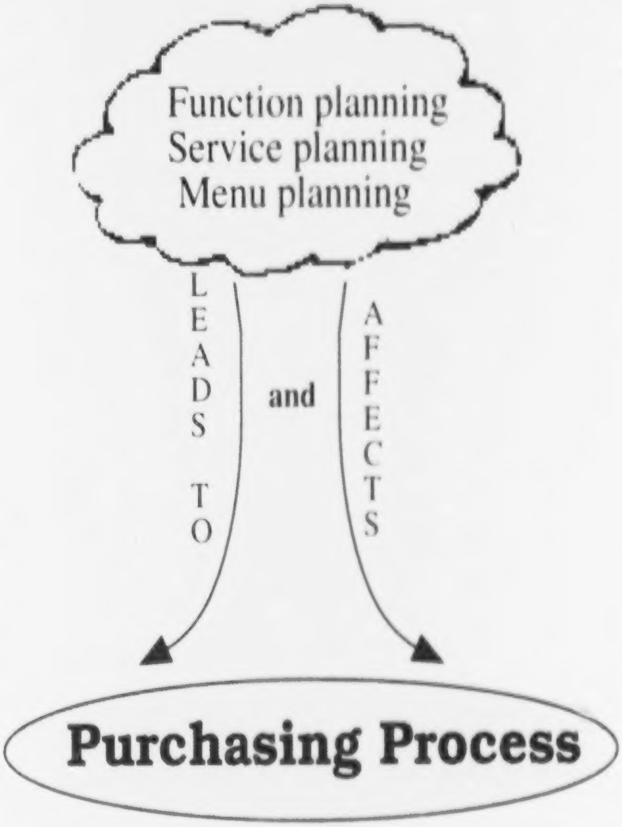
Order Amount: 5 cases

Frequency: Weekly

Deliveries: Must arrive once per week before 10 a.m.

Details: Must fit standard dispenser
Wet strength
High absorbency

Purchasing and Hospitality Services



Function planning
Service planning
Menu planning

LEADS TO and AFFECTS

Purchasing Process

1. Product Selection
2. Determining Inventory Levels
3. Competitive Bidding
4. Working with Purveyors
5. Storeroom Control Procedures
6. Receiving, Inspecting, and Storage Procedures

Perishables Versus Nonperishables

Directions: Choose from the following list which items are perishable and which are nonperishable.

P=Perishable N=Nonperishable

1. carrots ___
2. eggs ___
3. rice ___
4. bread ___
5. dried beans ___
6. canned beets ___
7. pears ___
8. cornmeal ___
9. ketchup ___
10. cheese ___
11. milk ___
12. canned tuna ___
13. chicken breasts ___
14. celery ___
15. lettuce ___

Directions: Fill in the blank with the word perishables or nonperishables

A. Buyers must contact their purveyors frequently for current prices before ordering ______________________.

B. These foods spoil easily. __________________

C. These foods have a long shelf life. __________________

D. Orders for ____________ are made less frequently than orders for __________ .

E. Suppliers of _________ items often provide price lists to buyers.

A. perishables B. perishables C. Nonperishables D. nonperishables, perishables E. nonperishable

Nonperishable — 3,5,6,8,9,12

Answer: Perishable — 1,2,4,7,10,11,13,14,15

Determining Safety Stock Amounts and Reorder Points

A.

On Monday the Elgin Hotel had nine cans of sani-cleanser left at the end of the day. Normal usage is three cans per day. Mark, the manager, will place his weekly order at the end of the day on Monday, and delivery is expected on Wednesday. (There are twelve cans per case of sani-cleanser and deliveries are always guaranteed two days after placing an order excluding Sundays.)

1. What is the safety stock amount at the Elgin Hotel? ________________
2. What is the reorder point for the sani-cleanser? ________________
3. How much should Mark order? ______________
4. What is the latest day that Mark should put in for his next order? ____________
5. What amount should he order then? ______________

B.

Write another example this time about the Coral Reef Restaurant. Change the numbers and apply the five questions above to the example written.

____
____
____
____
____
____
____

Answers: 1. nine cans, 2. one case, 3. two cases, 4. Tuesday, 5. two cases

The Benefits of Storeroom Control

Controls Food Waste

Keeps an account of supplies

Controls Use of Old and New Items to Prevent Waste

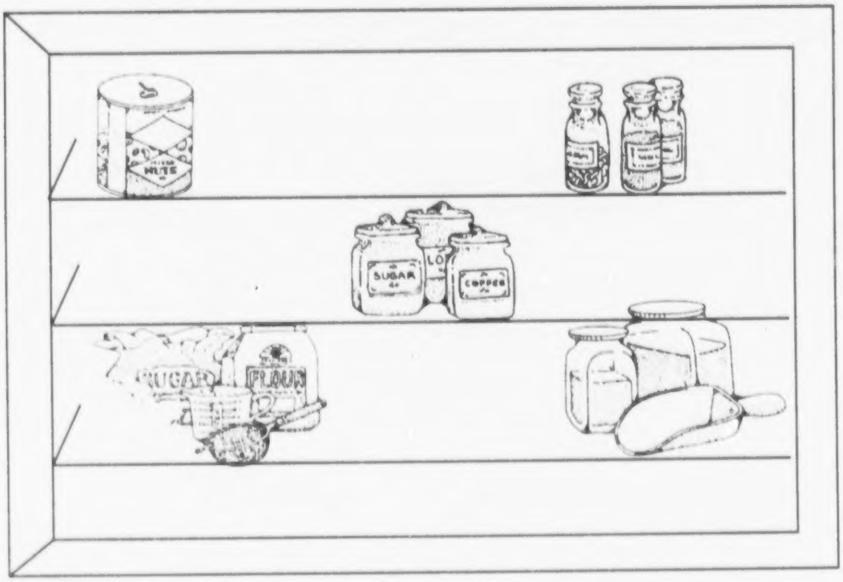
Forces Employees to Use Correct Proportions and Quantities

Prevents Cooks From Using Excess Ingredients

Prevents Employee Theft

Controls Food Costs

Storeroom Control



Criminal History Record Inquiries Into Employees of Lodging Operations

As of September 1, 1993, Hotels and Motels are now eligible to inquire about the history record of any person in their employment. This is done at the request of the hotel/motel management with signed consent by the employee through the Texas Department of Public Safety.

In order to receive a response to inquiries:

1. hotel/ motel facility has already offered the job to the person in question
2. requests must be sent on business letterhead
3. data about employee must be provided
    - a. name
    - b. sex
    - c. race
    - d. date of birth
4. business/employer federal identification number must be provided
5. signed affidavit for each request stating the individual has been offered a job which requires that the individual have access to a dwelling under control of the employer
6. applicant's authorization must be provided
7. an inquiry fee of $10.00 must be provided
8. requests must be mailed to the Texas Department of Public Safety

Adapted From: *Procedures For Criminal History Record Inquiries By Hotels, Motels, Apartments, and Their Housing Entities.* Texas Dept. of Public Safety, 1993.

☞ To be filled out by applicant. This information should be required prior to employment. Prospective employees who are not willing to give this information could forfeit their right to employment.

[Name of Hotel/Motel]

Notice To Job Applicant of Verification of Criminal History Record Information

(Applicable to Employment Applications Submitted on or after September 1, 1993)

In your position of employment with [Name of Hotel/Motel], you may be reasonably required to have access to guest rooms or lodging facilities. Pursuant required to Chapter 135 of the Human Resources Code, as amended by the 73rd Regular Session of the Texas Legislature, you are hereby requested to disclose your criminal history, if any, involving the offenses described below. If you are offered employment with [Name of Hotel/Motel], we have the right to verify with the Texas Department of Public Safety any criminal history record information maintained by the DPS that relates to you. Such verification will be made pursuant to your written authorization and in accordance with other requirements of the law.

Criminal history information submitted by the DPS to [Name of Hotel/Motel] is privileged and for our exclusive use and may be disclosed to authorized personnel only for the purpose of making a determination regarding your suitability for employment.

Please answer YES or NO to the following questions:

(1) Have you ever been convicted of a felony or misdemeanor classified as an offense against the person or the family? ______________________________

(2) Have you ever been convicted of a felony or misdemeanor classified as public indecency? ______________________________

(3) Have you ever been convicted of a felony or misdemeanor classified as an offense against property? ______________________

If you answered YES to any of the above questions, please provide the following details as to each instance: Type of offense, year and place of conviction, sentence imposed, dates and place of incarceration, and probationary or parole status.

____

____

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TA 36c

☞ To be filled out by applicant following notice of employment.

Applicant's Authorization*

I, the undersigned applicant, have read the foregoing form entitled Notice to Job Applicant Verification of Criminal History Record Information, and have truthfully answered the questions inquiring about my criminal history record. I understand that my submission of any false information relating to my criminal history may be grounds for rejection of my employment application or for my termination of employment if such false information is discovered after I am employed.

I understand that if employed by [Name of Hotel/Motel] in the course and scope of my employment, I may be reasonably required to have access to guest rooms or lodging facilities. I further understand that if I am offered employment with [Name of Hotel/Motel], my employer may verify through the Texas Department of Public Safety (DPS) any criminal history record information maintained by the DPS that relates to me.

If I am offered employment with [Name of Hotel/Motel], I hereby authorize my employer, after such offer of employment is made, to verify my criminal history record with the DPS, in accordance with the laws of the State of Texas as set forth in the Human Resources Code. I understand that any information received from the DPS is privileged and for the exclusive use of my employer, and may be disclosed by my employer to an authorized officer, employee, or agent of the employer only for the purpose of making a determination regarding my suitability for employment with [Name of Hotel/Motel], its subsidiaries or affiliate properties.

Date ______________________

____
Signature

____
Printed Name

____
Social Security Number

____
Address

____
Date of Birth

* NOTE TO APPLICANT: If for any reason you refuse to answer the foregoing questions regarding your criminal history and/or refuse to execute this authorization, no questions will be asked and no conclusions will be drawn; however, in that event, your employment application may be rejected or denied from consideration.

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☞ To be filled out by employer following employment of stated employee.

STATE OF TEXAS

COUNTY OF ______________

Affidavit In Support Of Employer's Request For Verification Of Criminal History Record Information

My name is ____
Social Security No. ______________________________. My date of birth is
____ , and my current address is
____.
I am employed by [Name of Hotel/Motel] in the position of ____________________
______________________________________.

[Name of Hotel/Motel] is a facility that provides lodging to guests for compensation and is an "employer" and a "residential dwelling project" as those terms are defined in §135 of the Texas Human Resources Code, as amended.

I am a representative of the Employer and am duly authorized to execute this affidavit in support of the Employer's request for verification of criminal history record information maintained by the Texas Department of Public Safety relating to ____. This individual has been offered employment by the Employer, and in the course and scope of employment, may be reasonably required to have access to guest rooms or lodging facilities.

Attached is the Applicant's Authorization authorizing the Employer to obtain the individual's criminal history record.

____
[Signature]
[Printed Name, Title]

SWORN TO AND SUBSCRIBED before me on this ______________ day of ______________________________, 199 ______.

____

NOTARY PUBLIC, STATE OF TEXAS

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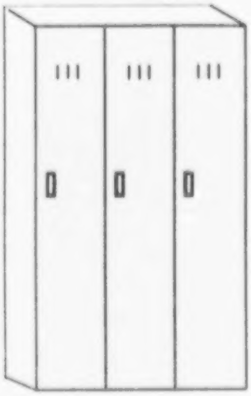
Criminal History Record Inquiries Into Employees of Food Service Establishments

❀ *There is no legislation to allow Food Service Establishments to inquire into the criminal history records of their employees. However, food service establishments, and other businesses such as taxi cab companies, can check criminal records under the "Open Records Act."*

To receive the criminal history record of an employee in food service establishments, the Texas Department of Public Safety must receive the following from the employer:

1. Fingerprints of prospective employee
2. Letter of release signed by applicant
3. $17.25
4. Letter of request from employer

Focus in on Staff Safety



Provide lockers for employers

Employees should provide their own locks.

POLICE: I need to see Lauren Stout.

EMPLOYEE: May I see your I.D. please?

Lauren, you're wanted at the front desk immediately.

FRIEND: What time does Jason get off work?

EMPLOYEE: I'm sorry, but I am not allowed to give you that information. Would you like to leave a message?

→

EMPLOYEE: Peter came by and left a message for you Jason.

JASON: Okay, I'll call him during my break.

CALLER: Hello, is this the Blue Country Restaurant? May I speak with Sharon? This is an emergency.

EMPLOYEE: Please give me your name and telephone number, and I'll have her get back to you as soon as possible.

immediately →

EMPLOYEE: Sharon, you received a call from Joey. He said it was an emergency. Here is the number.

SHARON: Okay, I'll call right away.

What other information should be considered prior to marketing products and services of a business?

4. ______________________________

5. ______________________________

6. ______________________________

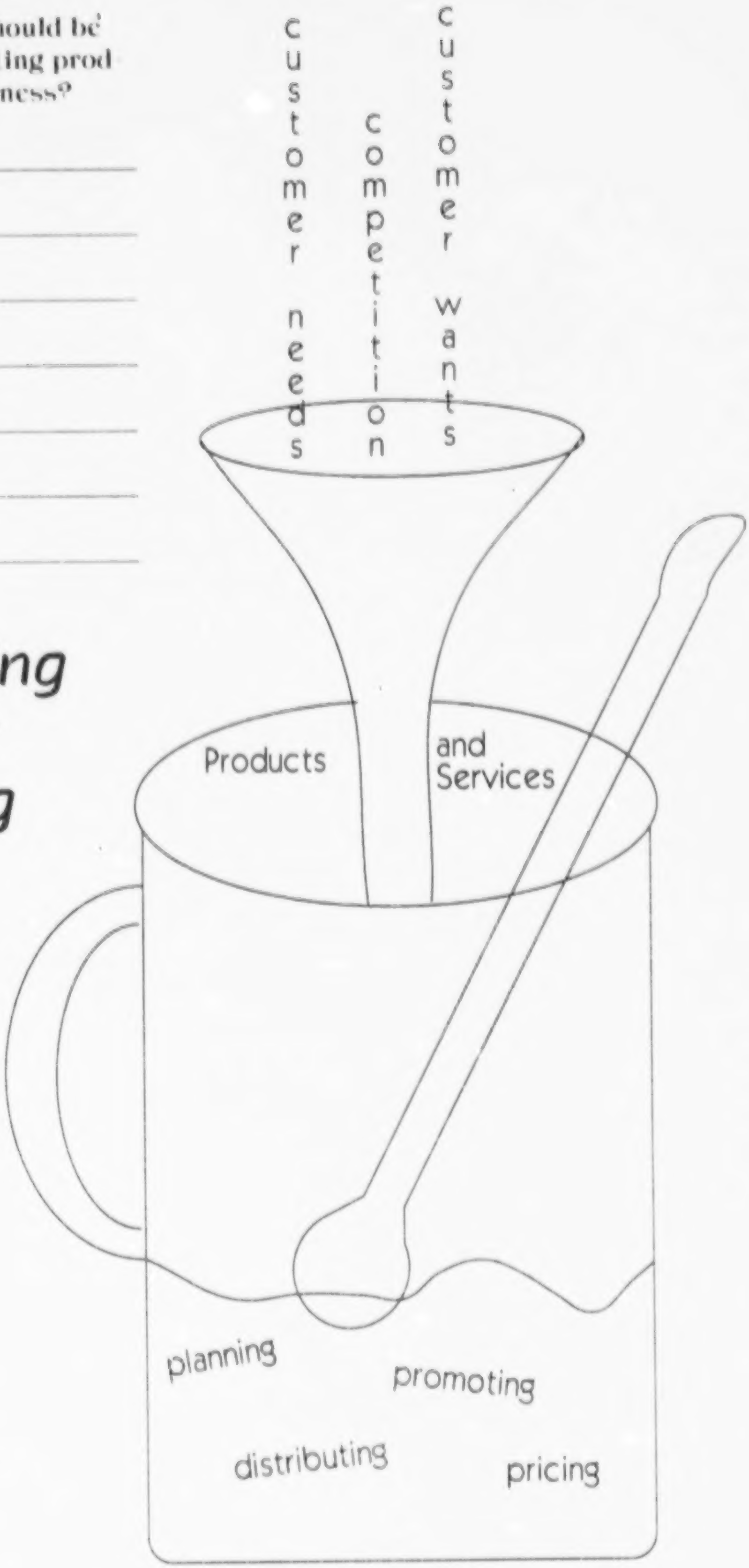
7. ______________________________

8. ______________________________

9. ______________________________

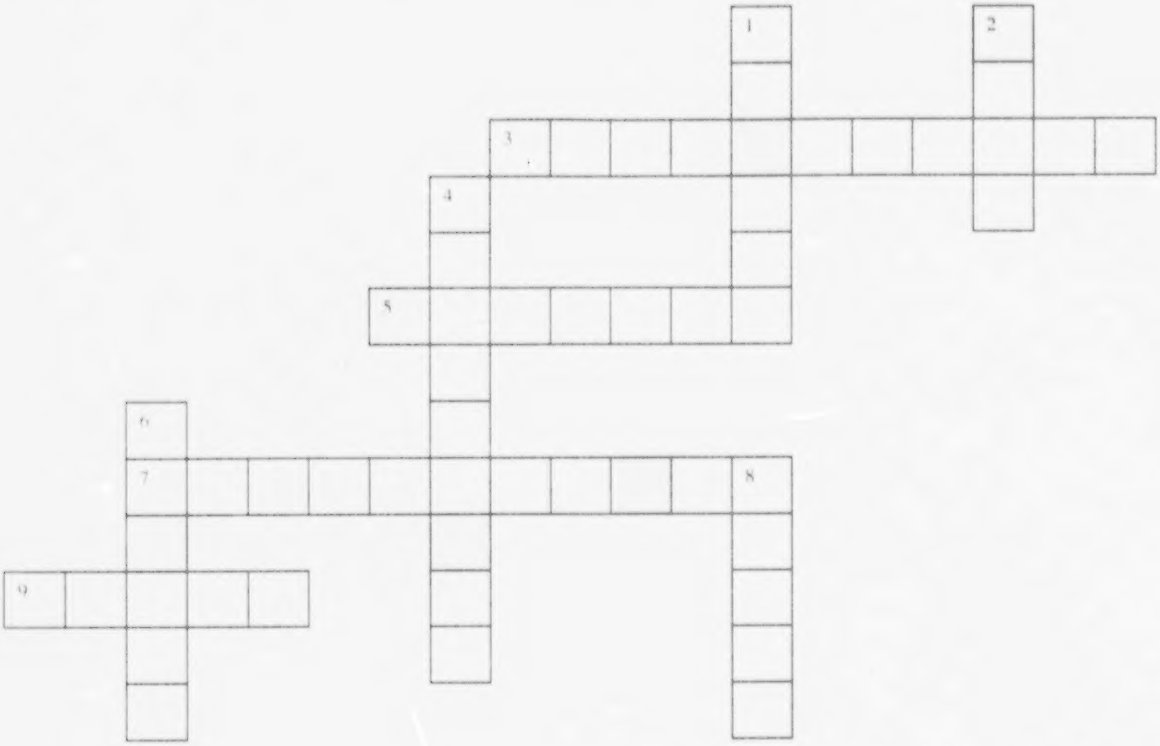
10. ______________________________

The Beginning Basics of Marketing


customer needs
competition
customer wants
Products and Services
planning
promoting
distributing
pricing

TA 40

Crosswords In Marketing



ACROSS
3. the action of favorably presenting goods or services for sale
5. the goods, devices, facilities, staff, and appeal provided by a business
7. similar business trying to attract the same customers
9. A way to advertise by setting up a booth, for example is a sales _______.

DOWN
1. potential customers of the hotel or food operation
2. If an aggressive marketing plan is not implemented, a business will eventually _______.
4. Operational guides developed through research are __________ plans.
6. The strategy a business will use to attain marketing goods is an _______ plan.
8. A ______ call is a personal visit by a hotel manager to a company's manager to promote.

Unscramble the letters in the shaded boxes.
Clue: what financially successful businesses have in common

Crosswords In Marketing

Answer Key

												1 M				2 F		
												A				A		
								3 A	D	V	E	R	T	I	S	I	N	G
							4 M					K				L		
							A					E						
						5 P	R	O	D	U	C	T						
							K											
		6 A					E											
		7 C	O	M	P	E	T	I	T	O	R	8 S						
		T					I					A						
9 B	L	I	T	Z			N					L						
		O					G					E						
		N										S						

☛ Scrambled Word Answer: **Profits**

TA 41

Public Relations Proposal

Name of hospitality operation ______________________________

Type of hospitality operation ______________________________

Location of operation ____________________________________

Surrounding population __________________________________

Needs, wants, or interests of the community __________________

Plan to promote positive public relations _____________________

Reasons for choosing this activity ___________________________

Details of planned activity _________________________________

____

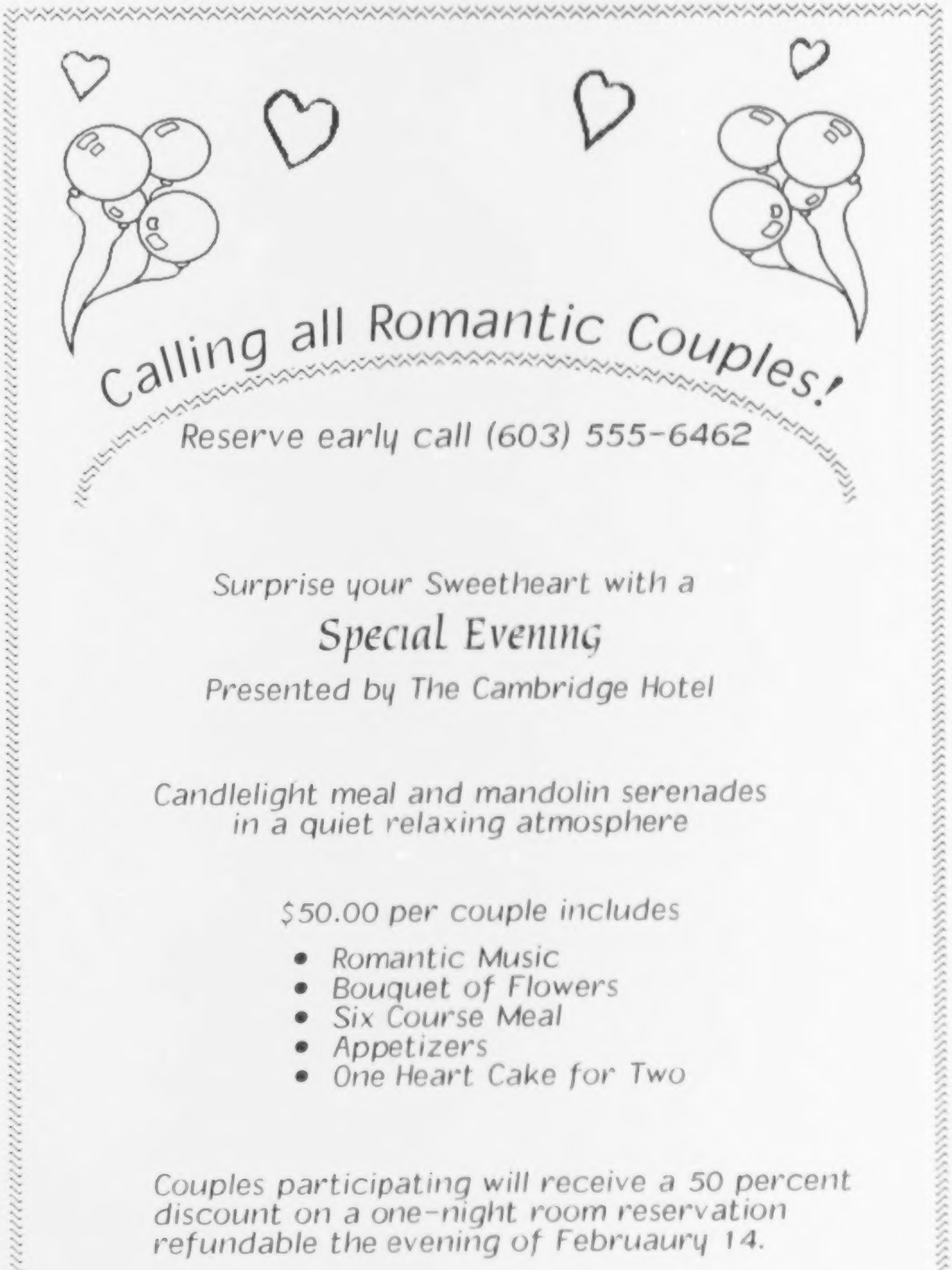
____

____

____

Objectives of Promotional Activities

- interests customers in a product or service
- urges customers to spend money on services offered
- encourages customers to return again



Calling all Romantic Couples!

Reserve early call (603) 555-6462

Surprise your Sweetheart with a

Special Evening

Presented by The Cambridge Hotel

Candlelight meal and mandolin serenades
in a quiet relaxing atmosphere

$50.00 per couple includes

- Romantic Music
- Bouquet of Flowers
- Six Course Meal
- Appetizers
- One Heart Cake for Two

Couples participating will receive a 50 percent discount on a one-night room reservation refundable the evening of Februaury 14.

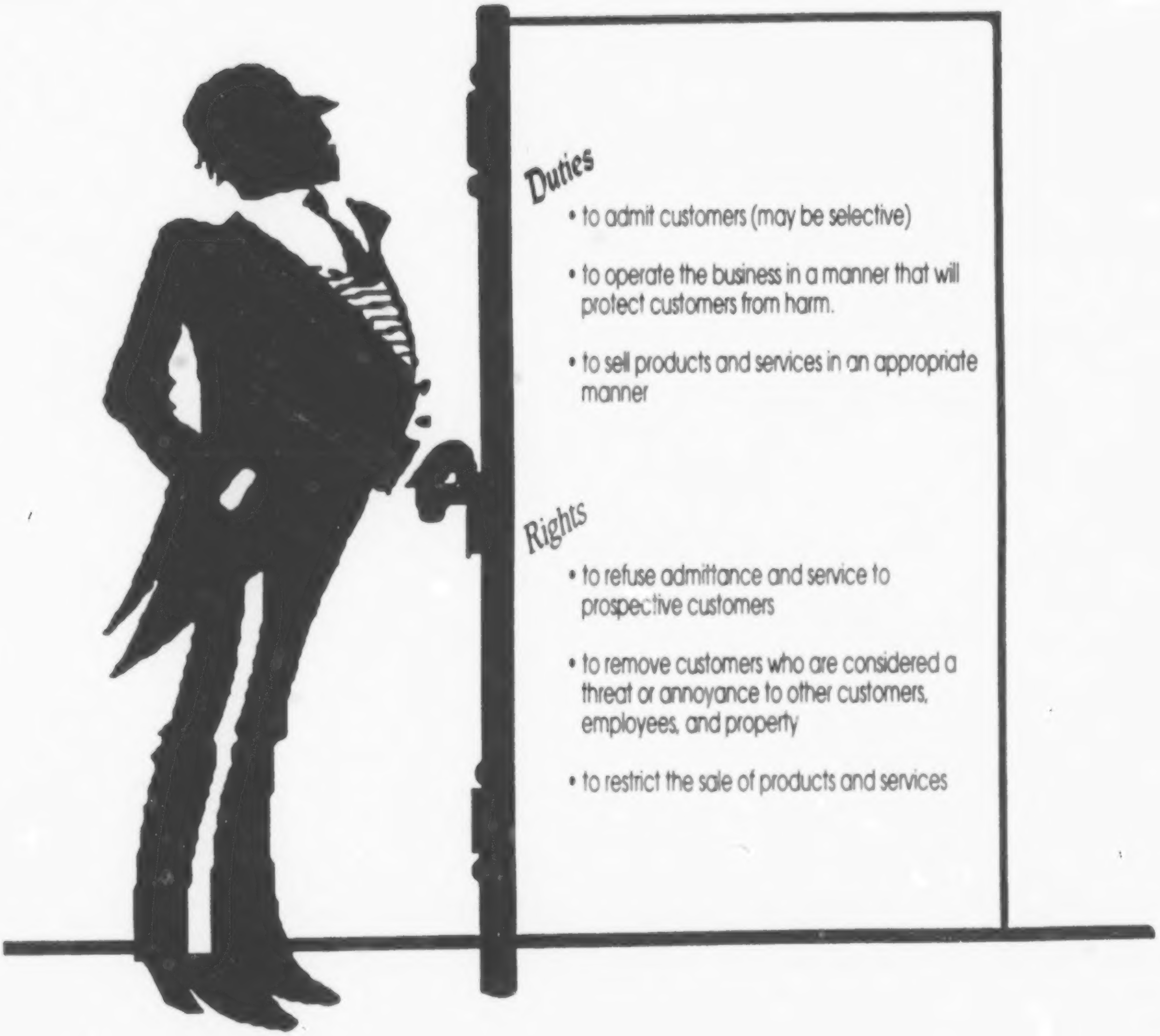
TA 43

Legal Duties

Of Hotel Operations

- to admit the public with few exceptions, without discrimination in treatment
- to receive minors and other persons incapable of making binding contracts
- to receive guests twenty-four hours a day, seven days a week
- to charge reasonable rates for services
- to receive strangers who are guests of guests
- to provide satisfactory facilities
- to protect guests and their property from injury or damage

Rights and Duties of Food and Beverage Operations



Duties

- to admit customers (may be selective)
- to operate the business in a manner that will protect customers from harm.
- to sell products and services in an appropriate manner

Rights

- to refuse admittance and service to prospective customers
- to remove customers who are considered a threat or annoyance to other customers, employees, and property
- to restrict the sale of products and services

Identifying Federal Agencies

⇨ Directions: Identify the following statements with its proper federal agency.

FDA (Food and Drug Administration)
FTC (Federal Trade Commission)
USDA (United States Department of Agriculture)

1. _____ investigates corrupt advertising
2. _____ regulates certain aspects of franchising
3. _____ inspects food products
4. _____ ensures proper packaging
5. _____ oversees labeling of products
6. _____ establishes and enforces food products standards
7. _____ regulates food safety
8. _____ investigates unfair methods of competition
9. _____ grades food products
10. _____ can seize products and stop sales

Answers: FDA = 4, 5, 7, 10   FTC = 1, 2, 8   USDA = 3, 6, 9

Guest Injuries Do's and Don'ts

DO

- care for the injured guest
- call paramedics if necessary
- help arrange transportation
- pay for first twenty-four hours of medical treatment (this ensures access to past medical records)
- obtain witnesses
- document statements of witnesses, employees, and injured guest
- photograph the scene
- contact the claims adjuster as soon as possible

DO NOT

- move the person unless absolutely necessary
- discuss insurance
- offer apologies
- admit negligence
- discuss the injury with others
- discard records

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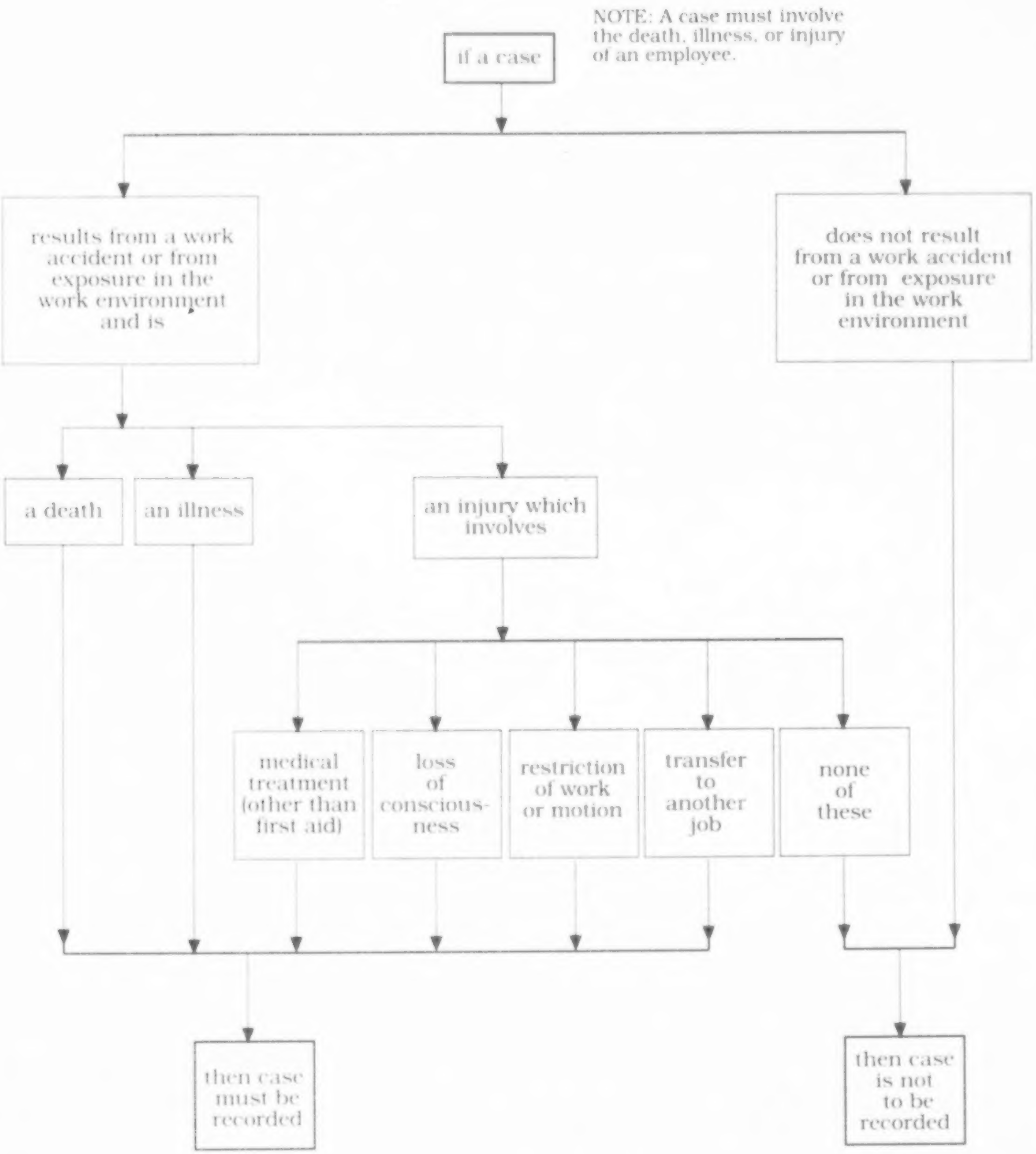
Recording Cases Under the Occupational Safety and Health Act (OSHA)


NOTE: A case must involve the death, illness, or injury of an employee.

if a case
results from a work accident or from exposure in the work environment and is
does not result from a work accident or from exposure in the work environment
a death
an illness
an injury which involves
medical treatment (other than first aid)
loss of consciousness
restriction of work or motion
transfer to another job
none of these
then case must be recorded
then case is not to be recorded

Reprinted from: *Recordkeeping guidelines for Occupational Injuries and Illnesses*. U.S. Department of Labor, Bureau of Labor Statistics. U.S. Government Printing Office. 1993

Handling Customers Who Are...

indecisive

in a hurry

young

ill

noisy

on a diet

non-smokers

parents

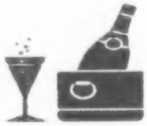
complaining

angry

elderly

intoxicated

smokers

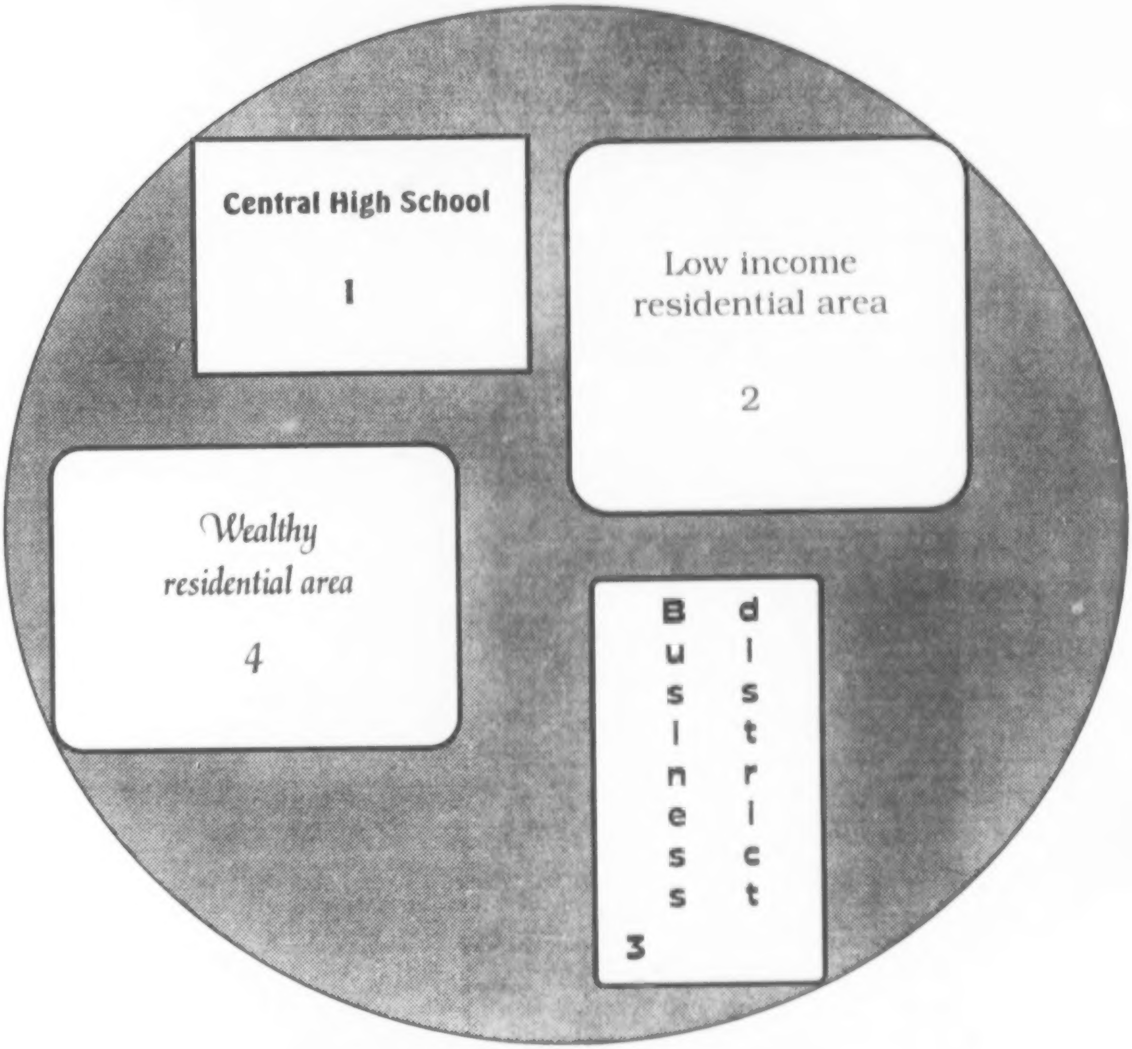


physically disabled

overly friendly

TA 49

Predicting Specifics about Food Operations Based on Location


Central High School
1
Low income residential area
2
Wealthy residential area
4
Business district
3

Directions: Describe each type of food and beverage operation that might be likely to exist in the areas shown above (1,2,3,4). Give a name to the operation and justify probable details such as the following:

- type of food served
- hours of operation
- cost of menu items
- description of likely customers and their needs

Serving a Variety of Guest Types

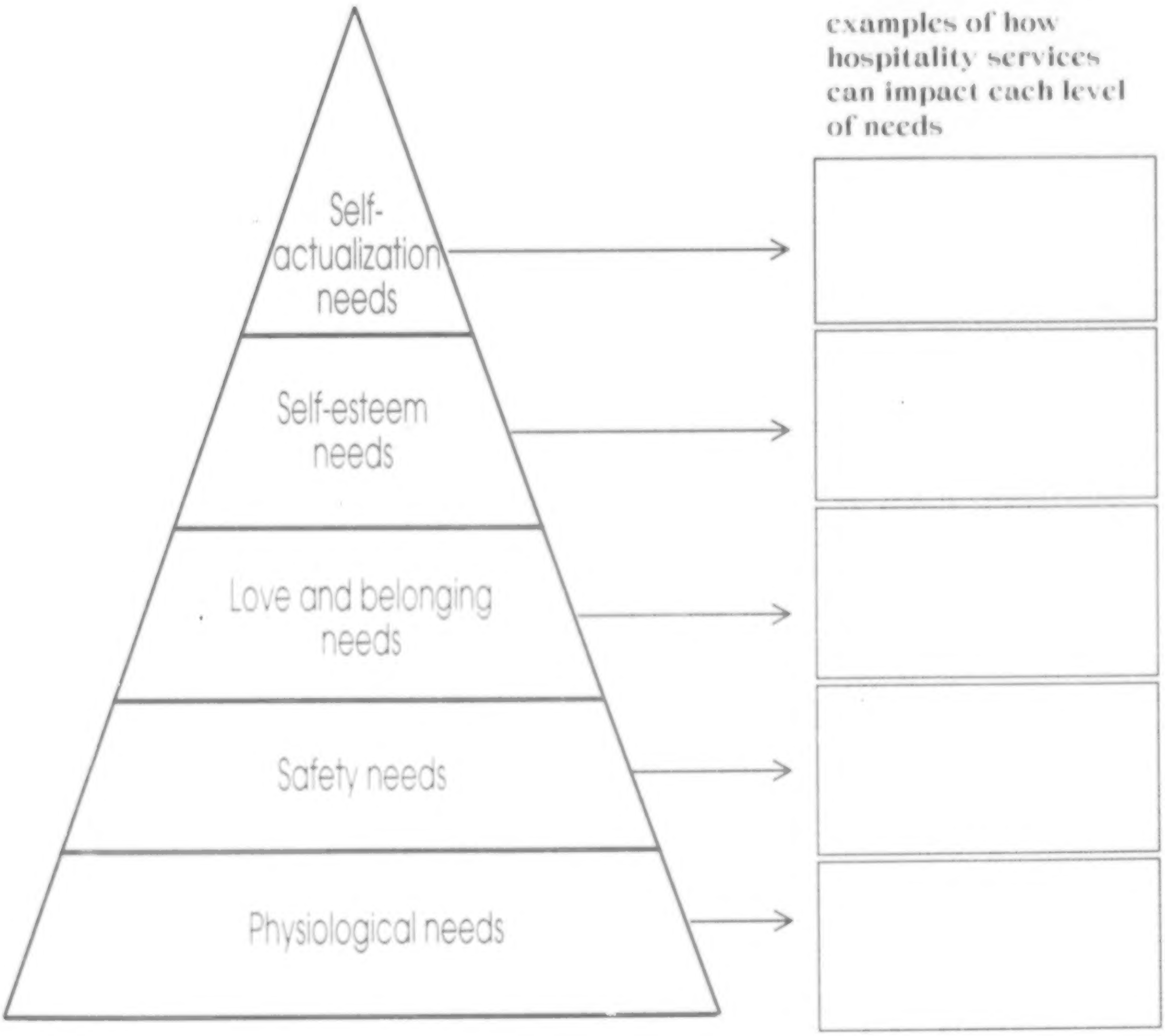
Directions: Choose from the following list services that would likely be desired by each of the six guest types listed in the chart. Write answers in the blank space to the right.

entertainment
leisure activities
recreation facilities
sight-seeing information
maid service
room service
banquet services
valet services
room amenities
meeting rooms
cocktail lounge
restaurant
facsimile services
porter services
airport transportation
audiovisual equipment
suites

Guest Type	Services Most Likely Desired
Business, corporate, and government travelers	
Conventioners	
Vacationers	
Education travelers	
Tour groups	
Special event travelers	

Maslow's Hierarchy of Needs

❖ Refer to Chapter 12 in the Reference Book for background information about Maslow's Hierarchy of needs.


examples of how hospitality services can impact each level of needs
Self-actualization needs
Self-esteem needs
Love and belonging needs
Safety needs
Physiological needs

Anticipating The Needs of Guests

⇨ **What might the following guests need?**

1. A fifty-member family group holding a two-day reunion at the hotel? ______________________

____

2. A family of four, two adults, and two preschool age children requiring a two-night stay? ______________________

____

3. A young married couple celebrating their 1st year wedding anniversary? ______________________

____

4. A high school football team traveling with sponsors? ______

____

____

5. An elderly married couple on vacation. The women suffers from allergies and arthritis? ______________________

____

6. A college student with a physical disability travelling alone?

____

____

7. A reporter traveling alone to cover a story that will require a one-week stay. ______________________

____

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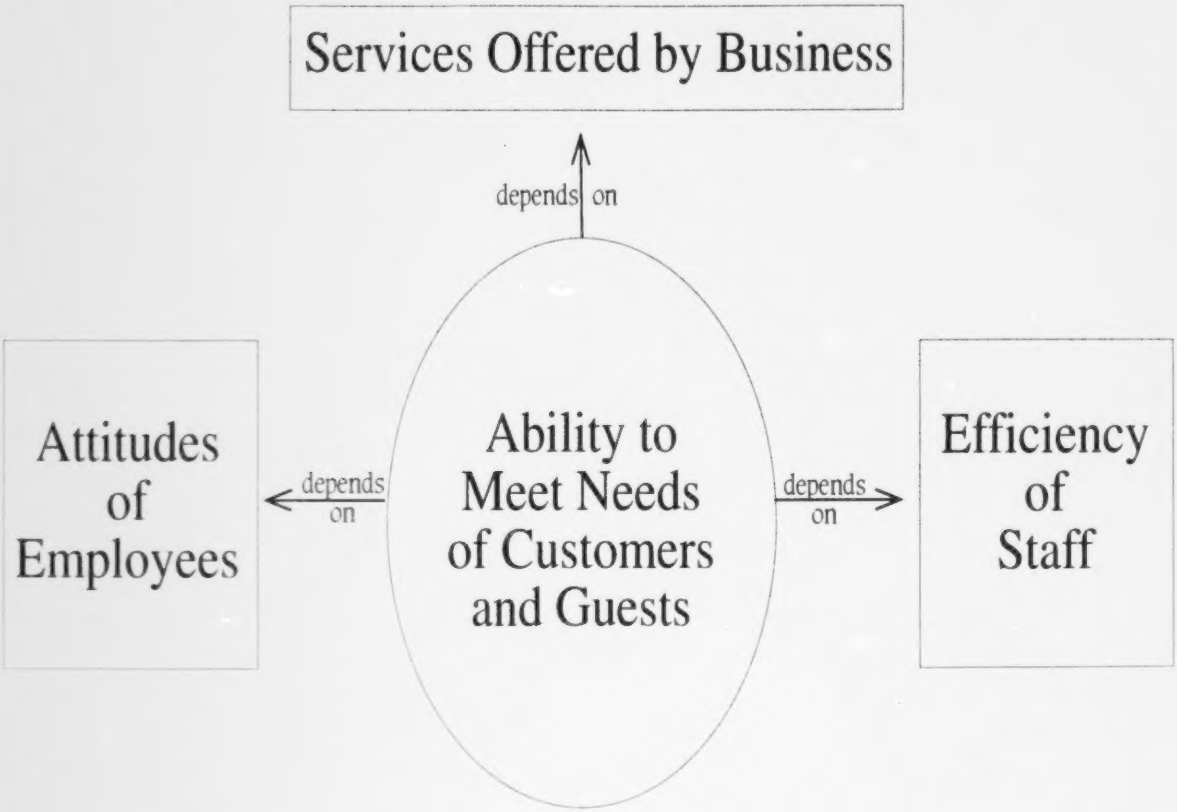
Past **and** *Present*

Menu Item	**Contemporary Alternative**
Fried Chicken	*Boneless Chicken Strips*
Ice Cream	*Frozen Yogurt*
Noodles	*Angel Hair Pasta or Fettucini Pasta*
Beef Pastrami	*Low-fat Turkey Pastrami*
White Bread	*High Fiber / Whole Wheat Bread*
Grilled Hamburger	*Broiled Hamburger*
Fresh Eggs	*Low Cholesterol Egg Substitute*
Butter	*Margarine*
Caffeinated Beverages	*Decaffeinated Beverages*
Snow Cones	*Shaved Ice*

Meeting Guest and Customer Needs


Services Offered by Business
depends on
Attitudes of Employees
depends on
Ability to Meet Needs of Customers and Guests
depends on
Efficiency of Staff

List two positive examples of each of the following three factors that contribute to the ability of a hospitality service to meet the needs of customers and guests.

1. services offered by business

____

____

2. attitudes of employees

____

____

3. efficiency of staff

____

____

Reasons for Not Listening

- Being distracted by interruptions such as noises from outside
- Thinking about something else
- Disagreeing with what the speaker has to say
- Assuming what the speaker will say
- Having difficulty hearing the speaker
- Misunderstanding the speaker's words
- Being distracted by the speaker due to mannerisms or tone of voice

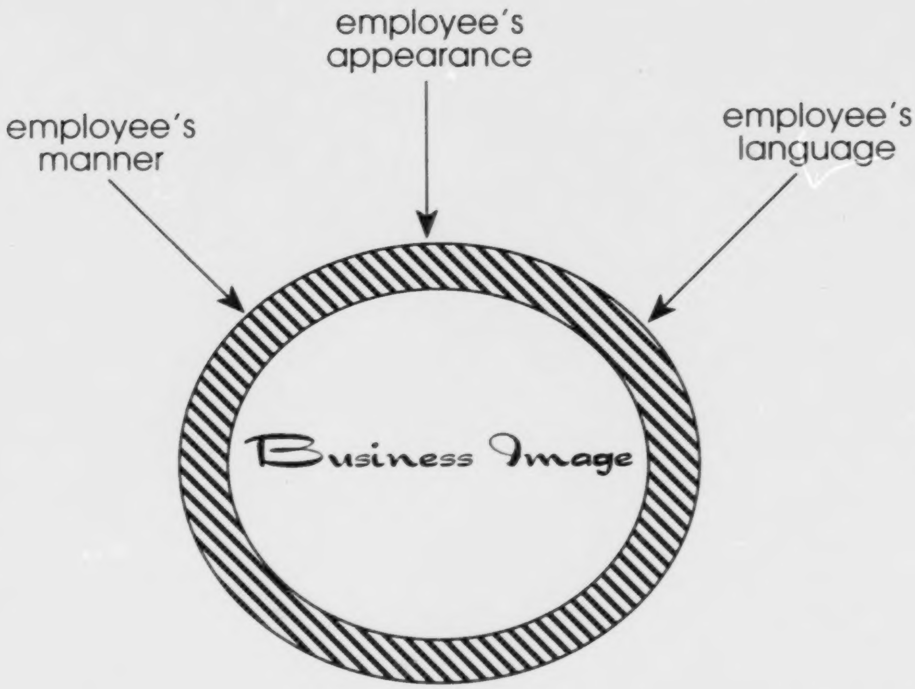
Adapted From: Teacher's Resource Materials. *Skills For Life* (Unit 4, Module A, pg. 4A1)

GOOD LISTENING PRACTICES

- ☞ Concentrate on what is being said.
- ☞ Ignore distractions.
- ☞ Establish eye contact with the speaker.
- ☞ Do not interrupt the speaker.
- ☞ Ask the speaker to explain in more detail what he or she is saying.
- ☞ Listen to the entire message rather than selected parts.
- ☞ Keep an open mind to new ideas.
- ☞ Listen for feelings that are not verbally expressed by the speaker, such as happiness, sadness, anger, or frustration.

Adapted From: Teacher's Resource Materials. *Skills For Life* (Unit 4, Module A, pg. 4A3)

Formation of A Business Image



Mr. and Mrs. Reed drove up to the front entrance of the hotel. Mr. Reed got out of his car looking for a bellhop to assist with the luggage. Jim, the bellhop on duty, was in a corner talking and joking with one of his friends. After about forty-five seconds, Jim noticed Mr. Reed waiting. Jim came up to Mr. Reed and brightly welcomed him. After Mr. Reed opened the car trunk, Jim proceeded to remove the luggage and hit his head on the trunk lid. As he did so, he said, "This is the second time today I've hit my head on a stupid trunk lid." As he carried the Reed's luggage into the lobby, he motioned for his friend to join him, and they continued their previous conversation. Mrs. Reed noticed the gum that was stuck to the seat of Jim's pants as she followed him to the desk.

Directions: *Change the above account so that the employee contributes positively to the image of the business.*

Ensuring A Positive Reputation

Directions: Write down how a hospitality employee might neglect each of the following good habits listed below. Include repercussions of neglectful behavior.

✓ Maintain and improve the quality of customer service

✓ Promptly correct customer problems to the customer's satisfaction

✓ Make customers feel important

✓ Demonstrate to customers that their problems, concerns, and opinions are important

TA 59

Standards for Hospitality Operations

- example of quality, quantity, and cost standards related to the position of cook

Hospitality Position: Cook		Standards
Standardized Recipe for Food Item	=	**Quality Standards**
Predictable Amount of Product Produced	=	**Quantity Standards**
Determines the Cost Per Serving	=	**Cost Standards**

Purposes of Front Office Duties

Directions: Draw a line from the left column to the correct corresponding answer in the right column.

1. *communicate with other departments within the hotel*
2. *work with the group sales department*
3. *work with the catering department*
4. *give food and beverage divisions the projected daily and weekly room sales forecasts*
5. *work with marketing or sales catering departments*

A. to plan for reservations, special rates and services promised to large groups

B. to plan for special events or needs involving both catering and front office departments

C. to prepare for public relations and promotion campaigns

D. to obtain guest charge information for posting in the guest or room's folio

E. which helps chefs plan and purchase adequate supplies for the number of potential guests

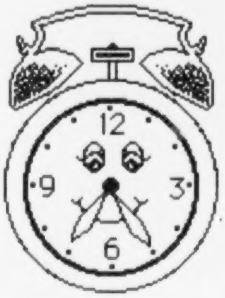
Answers: 1—D, 2—A, 3—B, 4—E, 5—C

TA 61

Processing Wake-up Calls

Guest

contacts front office and requests to be awakened by telephone at a designated time



Front Office Employee

1. accepts guest's request
2. writes down the following information on a wake-up schedule sheet
    - name
    - room number
    - time to be awakened
3. reads written information to guest to verify correctness
4. sets timer alarm clock
5. calls guest rooms listed on schedule sheet when alerted by alarm stating:
    - guest's name
    - purpose
6. obtains response from guest and makes note on wake-up schedule sheet that guest was contacted and responded

❀ *Some hotels use voice activated computerized wake-up call service. Employees are responsible for programming the information into the computer.*

Complaint Resolution

Patrick is a businessman travelling alone. He is staying at the hotel for a convention and will be speaking at tomorrow's opening ceremonies which start at 8:00 a.m. in the morning. It is now 5:00 p.m. and the suit he had sent out to be pressed was delivered to him poorly serviced. Since this service was provided through the hotel, Patrick brought his suit to the front desk to file his complaint. He needs his suit in acceptable condition and the service used by the hotel operation is closed and will not be opened until 7:00 a.m. in the morning.

1. Understand the guest's point of view by telling him ______________________________

2. Clarify the details by stating ______________________________

3. Restate the complaint to the guest by saying ______________________________

4. Offer solution such as ______________________________

5. If solution is not acceptable, do this ______________________________

6. Thank guest for expressing complaint by saying ______________________________

7. Write a follow-up letter or telephone the guest saying ______________________________

8. Summarize the complaint in writing in a front desk log. Purpose: ______________________________

Two Classifications of Hotel Departments

Revenue Centers

These centers produce income by selling products or services to guests.

sales and catering

front desk

food and beverage

Support Centers

These centers provide services needed to keep the hotel functioning at full potential to continue attracting guests.

engineering

personnel

security

housekeeping

accounting

TA 64

The Purpose of Front Office Departments

Directions: Write the main purpose of each job title listed below.

Front Office Manager

Front Desk Supervisor

Front Desk Clerks

Reservations Managers and Clerks

Room Clerks

Rack Clerks

Mail and Information Clerks

Telephone or PBX Operators

Night Auditors

Bell Staff

Impact of Service Departments in Two Types of Hotels

Directions: Based on the information provided, think of and write down the advantages and disadvantages of service departments in the two following hotels.

Newell Hotel

The Newell Hotel is located in a small town in between two large cities. It is a medium-sized hotel that attracts many young vacationing families. Most of the business that the Newell Hotel attracts is during the summertime months.

Advantages of a Service Department	Disadvantages of a Service Department

Castow Hotel

The Castow Hotel is isolated in a large metropolitan area. The hotel itself is the second largest in the city and attracts many persons travelling alone on business. Conference facilities are often booked well in advance. This particular hotel is reputed to be a luxury hotel.

Advantages of A Service Department	Disadvantages of a Service Department

TRAVELER SAFETY TIPS

1. Don't answer the door in a hotel or motel room without verifying who it is. If a person claims to be an employee, call the front desk and ask if someone from their staff is supposed to have access to your room and for what purpose.

2. When returning to your hotel or motel late in the evening, use the main entrance of the hotel. Be observant and look around before entering parking lots.

3. Close the door securely whenever you are in your room and use all of the locking devices provided.

4. Don't needlessly display guest room keys in public or carelessly leave them on restaurant tables, at the swimming pool, or other places where they can be easily stolen.

5. Do not draw attention to yourself by displaying large amounts of cash or expensive jewelry.

6. Don't invite strangers to your room.

7. Place all valuables in the hotel or motel's safe deposit box.

8. Do not leave valuables in your vehicle.

9. Check to see that any sliding glass doors or windows and any connecting room doors are locked.

10. If you see any suspicious activity, please report your observations to the management.

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Housekeeping Staff

A) Executive Housekeepers
B) Inspectors
C) Room Attendants
D) Public Area Housekeepers
E) Laundry Attendants

Directions: Identify the staff members above with each duty or responsibility below.

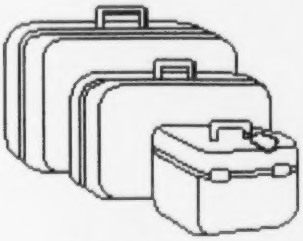
1. ______ pretreats stains before washing
2. ______ scrubs bathroom floors
3. ______ replenishes guest room supplies and amenities
4. ______ gathers guest room's dirty linens
5. ______ keeps inventory of supplies in stock
6. ______ motivates housekeeping employees
7. ______ completes forms with further cleaning instructions for room attendants
8. ______ another title for lobby attendants or housepersons
9. ______ replaces sheets and makes beds
10. ______ duties sometimes performed by the executive housekeeper in smaller hotels
11. ______ stores hotel linens
12. ______ irons table linens
13. ______ assists in hiring housekeeping employees
14. ______ conducts periodic employee appraisals
15. ______ works with attendants to ensure that rooms are cleaned thoroughly.

Answers: 1—E, 2—C, 3—C, 4—D, 5—D, 6—A, 7—B, 8—D, 9—C, 10—B, 11—E, 12—E, 13—A, 14—A, 15—B

Identifying Staff Members in the Rooms Division

Directions: Categorize the various staff members into their correct department. Draw a line from the staff members to the department.

Security department



Service department

1. Doorkeeper
2. Reservations Manager
3. Room Attendants
4. Baggage Porter
5. Director of Security
6. Front Desk Clerk
7. Mail Clerk
8. Elevator Operator
9. Executive Housekeeper
10. PBX Operator
11. Public Area Housekeeper
12. Night Auditor
13. Security Staff
14. Transportation Clerk
15. Inspector
16. Laundry Attendant

Housekeeping department

Front office department

Answers: (Security department — 5, 13) (Service department — 1, 4, 8, 14) (Housekeeping department — 3, 9, 11, 15, 16) (Front office department — 2, 6, 7, 10, 12)

Needed: The Sales and Catering Department!

The following situation has come to your attention:

The Mcpheron family would like to arrange a reunion at the Marlin Hotel. There will be thirty persons staying at the hotel for two nights. The group will want an evening meal for fifty persons catered on the hotel premises the second night of their stay. Mr. Mcpheron has come to make arrangements with the hotel. You are the director of sales for the Marlin Hotel, and you are about to meet with Mr. Mcpheron for the first time.

Directions: List the topics that you will need to discuss with Mr. Mcpheron. Write down the questions that you will need to ask him.

Topics for Discussion

Questions to Ask

write it down

Who Do You Need?

Restaurant manager
Assistant restaurant manager
Waitperson
Busperson
Cashier
Restaurant host/hostess

Directions: Identify the restaurant staff employer who could help if. . .

1. your table is not clean ____________________
2. you need more ketchup ____________________
3. you want to file a complaint about an employer who used bad language ____________________
4. you want to inquire about upcoming discounts ____________________
5. you need to pay your bill ____________________
6. you want to purchase gum ____________________
7. you need a menu ____________________
8. you need to arrange for a large group meal ____________________
9. you need your food delivered ____________________
10. you need to be seated ____________________
11. you need water ____________________
12. you want to leave a message for the manager ____________________
13. you want to be assigned to a certain server ____________________
14. you are ready to place your order ____________________
15. your bill was put on the same ticket with others in your party and you need to know the amount you owe ____________________

TA 70-Answer Key

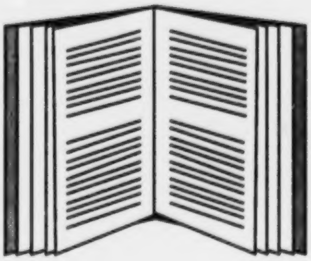
Who Do You Need?

Answer Key

1. buspersons
2. assistant restaurant manager
3. restaurant manager
4. restaurant manager
5. cashiers
6. cashiers
7. restaurant host/hostesses
8. restaurant managers
9. wait staff
10. restaurant host/hostesses
11. buspersons
12. assistant restaurant manager
13. restaurant host/hostesses

TA 71

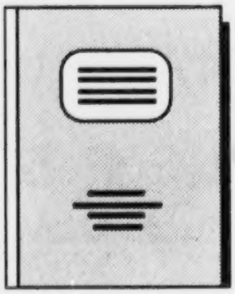
Clues to Financial Health



Daily Business Reports

Profit and Loss Statements

Balance Sheet



TA 72

Review of Divisions

Directions: Use the following specific divisions to fill in the blanks below.

Room Division
Engineering Division
Marketing Division
Food and Beverage Division
Accounting Division
Personnel Division

________________ 1. shapes the hotel to meet its potential guests needs and tastes

________________ 2. handles guest reservations, room assignments, and payment collections

________________ 3. responsible for maintaining public areas

________________ 4. keeps all hotel equipment and fixtures in good working order

________________ 5. summarizes all financial transactions

________________ 6. includes room service for hotel guests

________________ 7. ensures the safety of all hotel guests and employees

________________ 8. works to promote the appropriate image of the hotel to potential guests and the community

________________ 9. coordinates the staff 's human resources needs.

________________ 10. prepares for the serving and eating needs of large groups

________________ 11. responsible for employee orientation and safety training

________________ 12. responsibilities include groundskeeping and landscaping

Answers: 1-marketing, 2-room, 3-room, 4-engineering, 5-accounting, 6-food beverage, 7-room, 8-marketing, 9-personal, 10-food and beverage, 11-personal, 12-engineering

TA 73a

Room Attendant's Versus Laundry Attendant's Equipment

Directions: Place R for room attendant's or L for laundry attendant's equipment listed below.

____ 1. spring-bottom laundry carts

____ 2. scrub brushes

____ 3. vacuum cleaners

____ 4. mechanical irons

____ 5. toilet brushes

____ 6. brooms

____ 7. dusters

____ 8. commercial washing machines

____ 9. mops

____ 10. floor machines

____ 11. window cleaning equipment

____ 12. rubber gloves

____ 13. floor squeegees

____ 14. wringers

____ 15. shelves

____ 16. sponges

____ 17. carpet sweepers

____ 18. commercial dryers

____ 19. cleaning cloths

TA 73b

continued

_____ 20. folders

_____ 21. dust pans

_____ 22. sewing machines

_____ 23. buckets

Answers: laundry attendant's equipment — 1, 4, 8, 13, 15, 18, 20, 22
room attendant's equipment — 2, 3, 5, 6, 7, 9, 10, 11, 12, 14, 16, 17, 19, 21, 23

Occupational Safety and Health Administration: Information and Training

Chemicals in the Workplace

About 32 million workers are potentially exposed to one or more chemical hazards. There are an estimated 575,000 existing chemical products and hundreds of new ones being introduced annually. This poses a serious problem for exposed workers and their employers.

Chemical exposure may cause or contribute to many serious health effects such as heart ailments, kidney and lung damage, sterility, cancer, burns, and rashes. Some chemicals may cause explosions and other serious accidents.

Because of the seriousness of these safety and health problems, and because many employers and employees know little or nothing about them, the Occupational Safety and Health Administration (OSHA) has issued a rule called "Hazard Communication." The basic goal of the standard is to be sure employers and employees know about work hazards and how to protect themselves; this should help to reduce the incidence of chemical source illnesses and injuries.

Employee Information and Training

Employers must establish a training and information program for employees exposed to hazardous chemicals in their work area at the time of initial assignment and whenever a new hazard is introduced into their work area.

Information

At a minimum, the discussion topics must include the following:

- the hazard communication standard and its requirements of the standard
- the components of the hazard communication program in the employee's workplaces
- operations in work areas where hazardous chemicals are present
- where the employer will keep the written hazard evaluation procedures, communications program, lists of hazardous chemicals, and the required Material Safety Data Sheets (MSDS) forms.

Excerpt from Occupational Safety and Health Administration, U S Department of Labor OSHA 3084, 1992 (revised)

continued

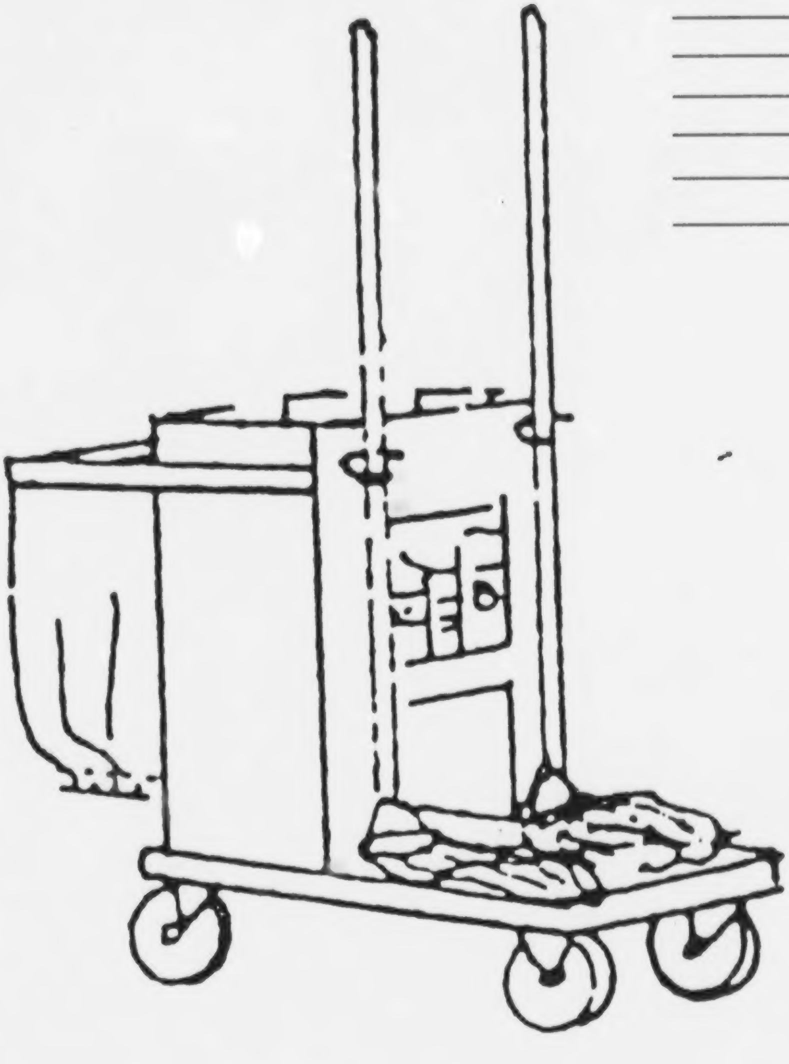
Training

The employee training plan must consist of the following elements:

- how the hazard communication program is implemented in that workplace, how to read and interpret information on labels and the MSDS, and how employees can obtain and use the available hazard information.
- the hazards of the chemicals in the work area (The hazards may be discussed by individual chemical or by hazard categories such as flammability.)
- measures employees can take to protect themselves from the hazards.
- specific procedures put into effect by the employer to provide protection such as engineering controls, work practices, and the use of personal protective equipment (PPE).
- methods and observations — such as visual appearance or smell — workers can use to detect the presence of a hazardous chemical to which they may be exposed.

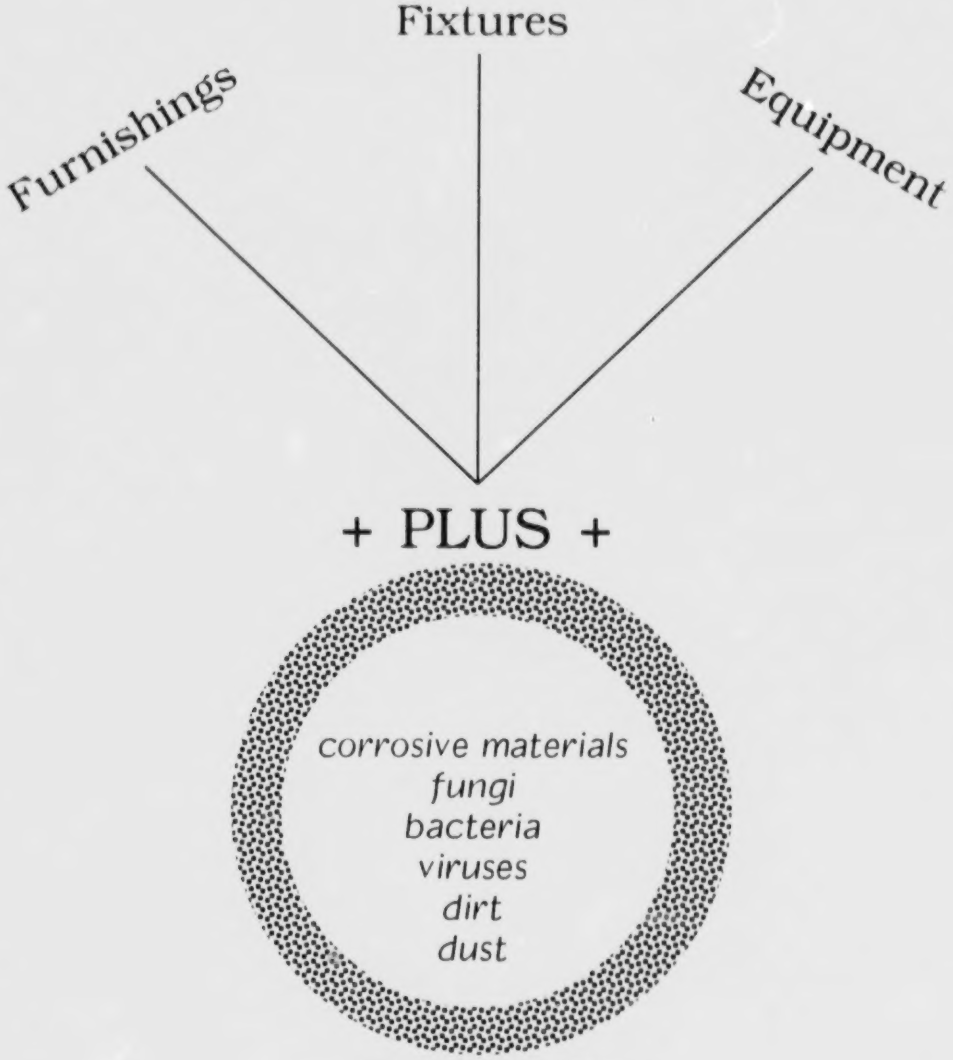
Furnishing Supply Carts

Directions: Joyce is a public area housekeeper. Make a list of the equipment that she needs.



TA 76

WHY CLEAN?



Furnishings

Fixtures

Equipment

+ PLUS +

corrosive materials
fungi
bacteria
viruses
dirt
dust

= EQUALS =

- ruined appearance of item
- decreased operating abilities of item
- shortened life of item
- increased risk on persons' lives

TA 77

Room Status

Directions: Define the following terms that are used to describe the status of a guest room at a lodging operation.

Stayover

Expected Check-out

Vacant and Ready

Vacant and Dirty

Out of Order

General Duties of The Room Attendant

Directions: Place a number 1-10 to indicate the order in which each task should be completed during one shift.

______ clean cart

______ check current status on rooms

______ pickup keys and clipboards with worksheets and pencils attached

______ remove trash and linen bags, take laundry bags to laundry room, refill bottles of cleaning liquids, and rinse sponges and scrub brushes

______ write comments on worksheets (damaged or missing items, repair needs, and incorrectly identified room status)

______ turn in keys and worksheets to executive housekeeper

______ turn on all lights in room, open drapes and windows. Set the heating / air conditioning unit as instructed and check the clock setting for correct time (a.m./p.m.)

______ clean room

______ install clean linens and trash bags on cart

______ place cleaning carts to block entranceway into guest room

Answers: 9, 2, 1, 8, 6, 7, 4, 5, 10, 3

Cleaning Procedures for Specific Areas in Hotel Facilities

Directions: Provide the following information specific for the hospitality area assigned.

Location ____________ **Employee Title** ____________

Supplies Needed

✓ ____________ ✓ ____________
✓ ____________ ✓ ____________
✓ ____________ ✓ ____________
✓ ____________ ✓ ____________

Procedure ____________

Additional Duties ____________

Special Considerations / Instructions ____________

Upholstery **Cleaning** Techniques

Directions: Provide the missing information beneath each column in this chart.

Technique	Directions	Advantages	Disadvantages	Precautions
Shampoo				
Dry Foam				
Dry Solvent				
Other				

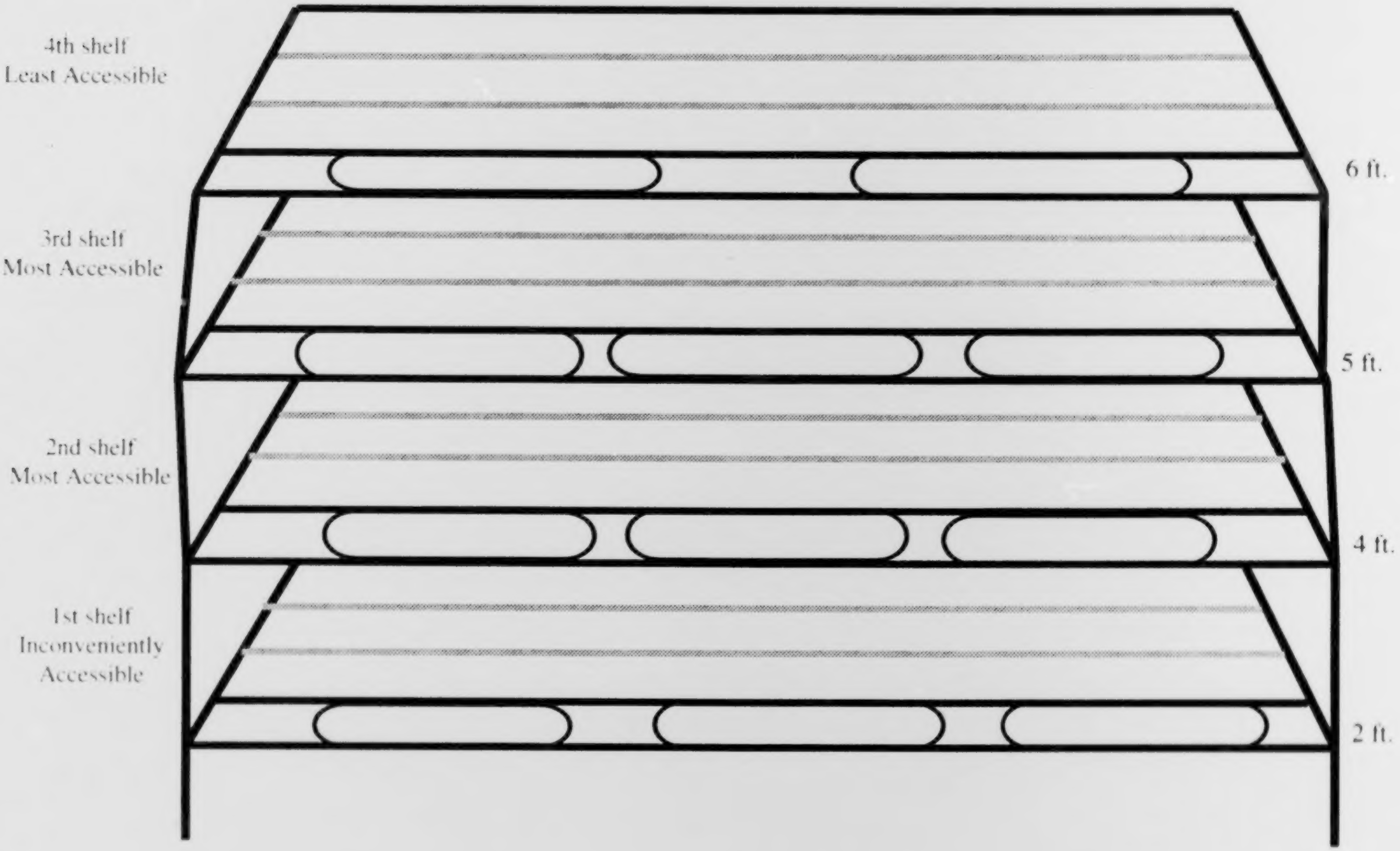
Window, Glass, and Mirror Cleaning

Directions: Draw a line connecting the task in the first column to the supply (ies) needed to complete that task located in the second column.

TO . . .	USE . . .
1. rinse	A) some type of covering
2. protect floors and walls	B) a vinegar solution
3. remove greasy spots	C) chamois cloth or lint cloth
4. remove dirt	D) a blotter held against the frame
5. removes stains	E) a damp cloth
6. prevent streaking	F) warm water
7. dry windows	G) overlapping strokes from top to bottom or side to side
8. prevent water from getting into mirror frame	H) newpapers
9. wash and rinse windows	I) a wiped squeegee blade
10. use a squeegee	J) a sponge, squeegee, or cloth

Answers: 1-F, 2-A, 3-H, 4-E, 5-B, 6-I, 7-C, 8-D, 9-J, 10-G

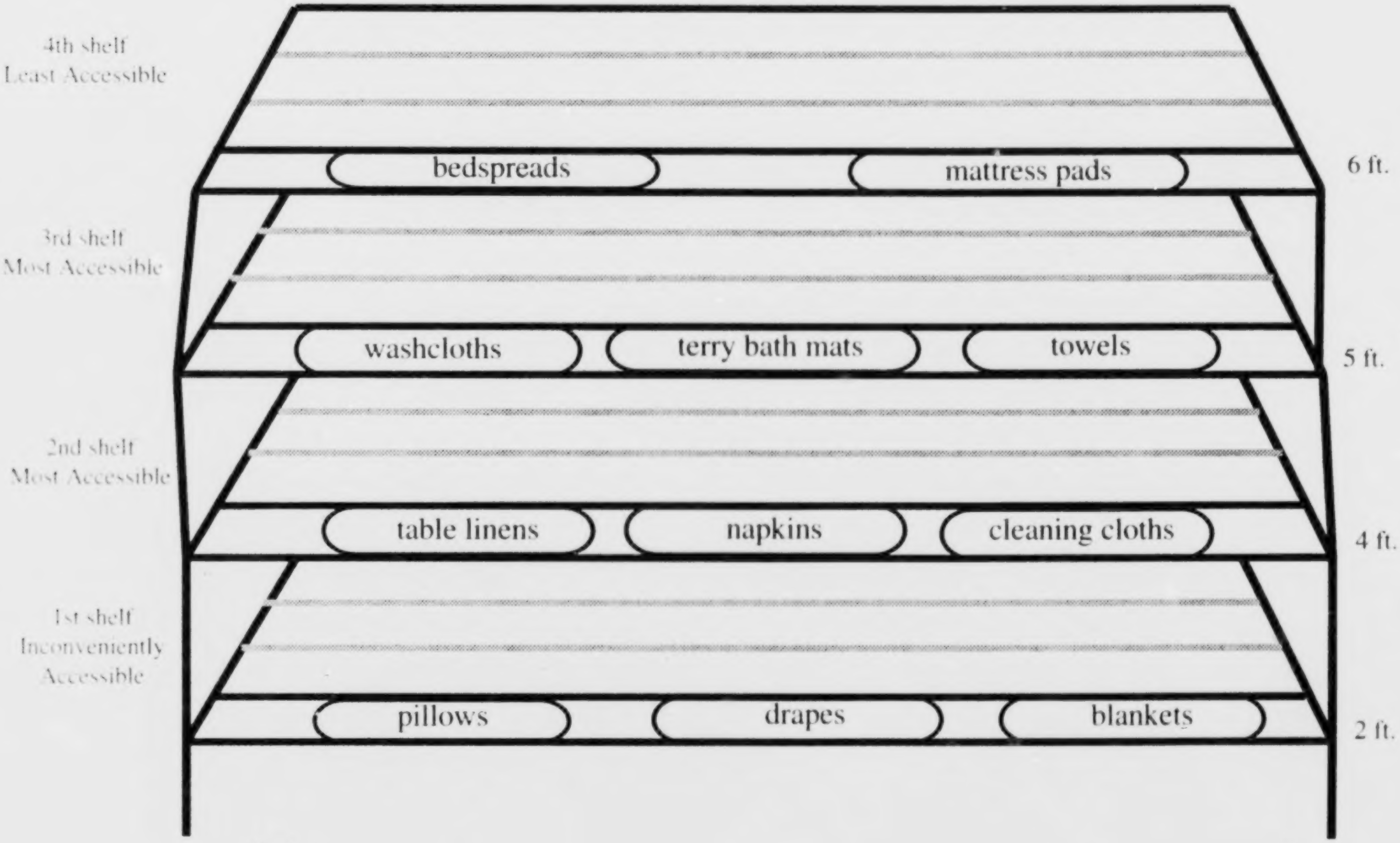
Storage of Clean Laundry


4th shelf
Least Accessible
3rd shelf
Most Accessible
2nd shelf
Most Accessible
1st shelf
Inconveniently
Accessible
6 ft.
5 ft.
4 ft.
2 ft.

Directions: Indicate on which shelf each of the following items should be stored by writing the name of the item on each label provided.

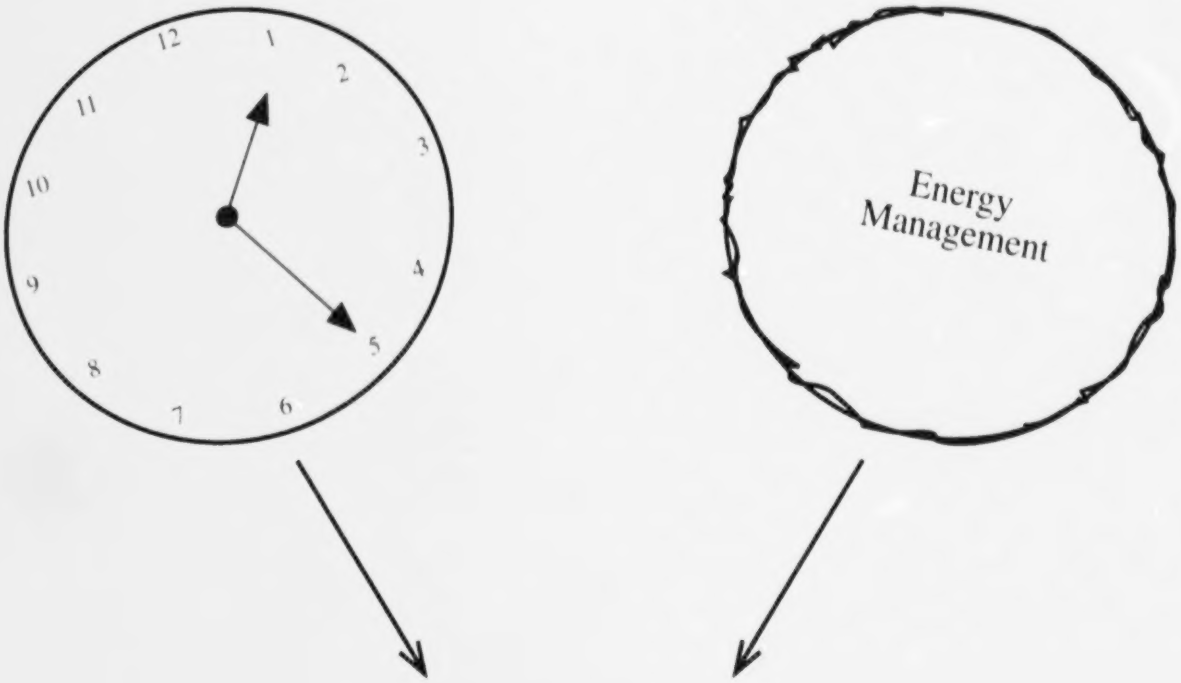
bedspreads
washcloths
blankets
terry bath mats
mattress pads
pillows
towels
table linens
drapes
napkins
cleaning cloths

Storage of Clean Laundry
Answers


4th shelf
Least Accessible
bedspreads
mattress pads
6 ft.
3rd shelf
Most Accessible
washcloths
terry bath mats
towels
5 ft.
2nd shelf
Most Accessible
table linens
napkins
cleaning cloths
4 ft.
1st shelf
Inconveniently
Accessible
pillows
drapes
blankets
2 ft.

TA 82-Answer Key

Time and Energy Management


12
1
2
3
4
5
6
7
8
9
10
11
Energy Management

Planning
↓
Organizing
↓
Implementing
↓
Evaluating

What are the goals of efficient time and energy management?

1) ______________________________

2) ______________________________

3) ______________________________

Answers: 1) use minimum time to perform task 2) perform more than one task at a time 3) to accomplish these goals without wasting personal energy or creating fatigue

Time Logging

Directions: Complete column two and bring to class for further instructions.

Date: ______________________________

Time	Activity	Suggestions for Improving Time and Energy Management
6:00 am		
7:00 am		
8:00 am		
9:00 am		
10:00 am		
11:00 am		
12:00 pm		
1:00 pm		
2:00 pm		

TA 84b

continued

Time	Activity	Suggestions for Improving Time and Energy Management
3:00 pm		
4:00 pm		
5:00 pm		
6:00 pm		
7:00 pm		
8:00 pm		
9:00 pm		
10:00 pm		
11:00 pm		

Principles of Work Simplification

Directions: Use the following words to fill in the blanks below.

step
health
concentrate
done
motions
posture
organized
task
supplies
rest
reach
alone
tools
hands
job

---

1. ___________ on the task at hand.
2. Know whether or not the task should be performed ___________.
3. Have a good idea of what should be ___________.
4. Make ___________ use of return trips.
5. Know what each ___________ involves.
6. Maintain good ___________, ___________, and ___________.
7. Store frequently used items in locations that are easy to ___________.
8. Clean up immediately after each ___________ is completed.
9. Know how the ___________ should be done.
10. Use the best ___________ and ___________ for the job.
11. Use both ___________ at one time in all tasks.
12. Eliminate extra steps and ___________.

Answers: 1- concentrate; 2- alone; 3- done; 4- organized; 5- step; 6- posture, rest, and health; 7- reach; 8- job; 9- task; 10- tools, supplies; 11- hands; 12- motions

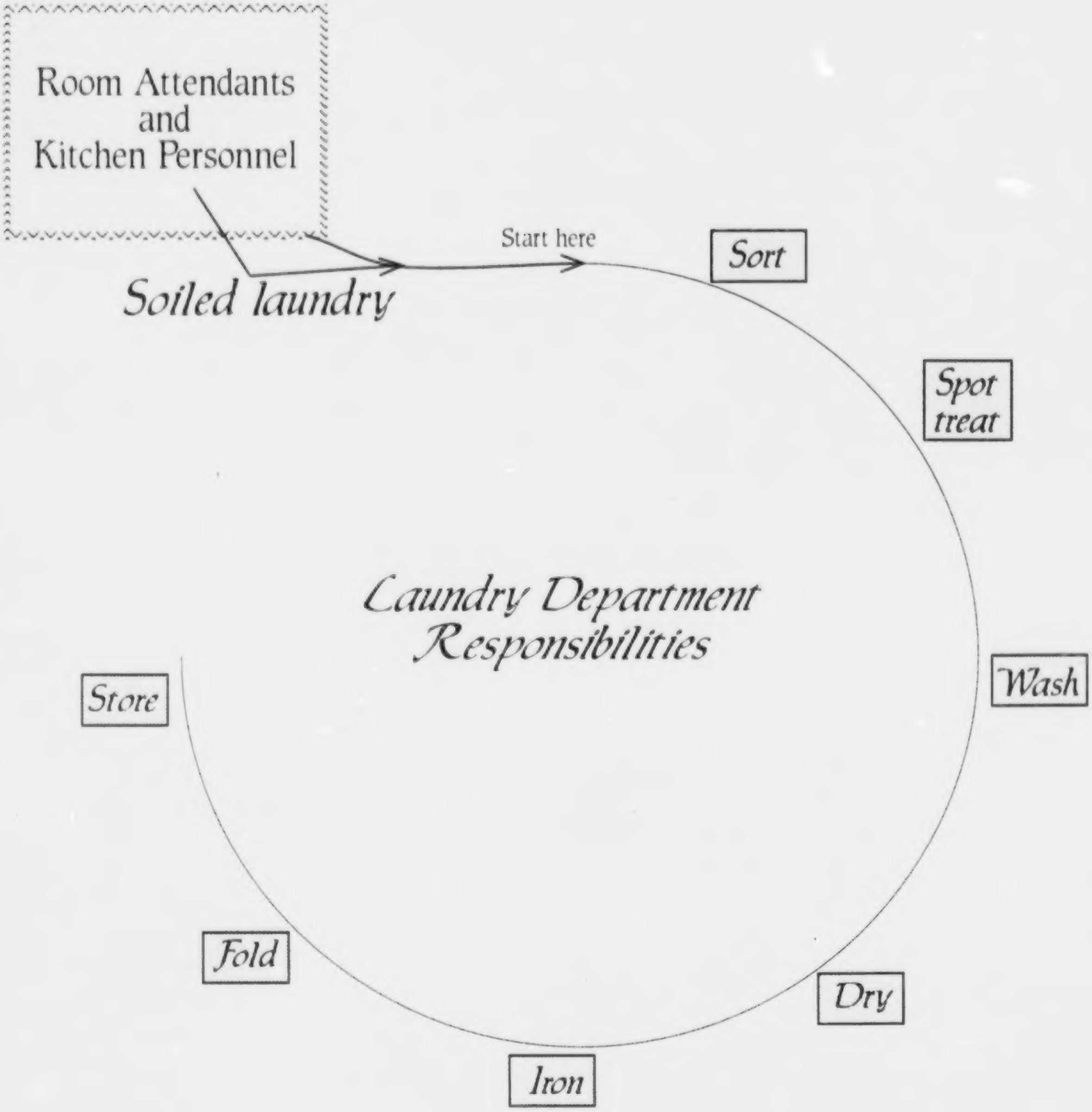
Improving Work Production Through Technique

Directions: Identify one to two reasons or purposes for the application of each of the following techniques.

Technique	Reason for Technique
1. For dusting, use a clean, chemically treated cloth folded into a square.	
2. Make beds one side at a time.	
3. Use a scrub brush to scrub the bathtub.	
4. Clean dirty walls from bottom to top.	
5. Empty ashtrays and place them in sink and soak.	
6. Roll bed pillows when making beds.	
7. Dust around the room in a circular pattern.	
8. Pour toilet bowl cleaner into toilet immediately after entering guest room.	
9. Dry the shower curtain with two cloths.	
10. Remove bed and bath linens soon after entering guest rooms.	

Answers can be found on pages 217-219 of the Reference Book.

The Cycle of Tasks For Laundry Attendants


Room Attendants
and
Kitchen Personnel
Soiled laundry
Start here
Sort
Spot treat
Wash
Dry
Iron
Fold
Store
Laundry Department Responsibilities

TA 88

Terms Related to Sanitation and Disinfection

- ➢Germicides
- ➢Chlorides
- ➢Antiseptics
- ➢Phenol
- ➢Iodine
- ➢Phenolic Compounds
- ➢Quatenary Ammonium Compounds
- ➢Sterilization
- ➢Sterilizing

Reasons for Disinfecting Specific Areas of Lodging Facilities

Directions: Give a reason why each area mentioned in column one should be disinfected after cleaning. Fill in number fifteen with an area not mentioned.

Area	*Reason to Disinfect*
1. bathroom walls	
2. restroom walls	
3. sinks	
4. floors	
5. plumbing	
6. toilet bowls	
7. showers	
8. bathtubs	

9. locker rooms ____________________
10. water fountains / coolers ____________________
11. ashtrays ____________________
12. trash and garbage pans ____________________
13. food preparation areas ____________________
14. food service areas ____________________
15. ____________________ ____________________

Why Follow Exiting Procedures?

✔to verify the cleanliness of a room

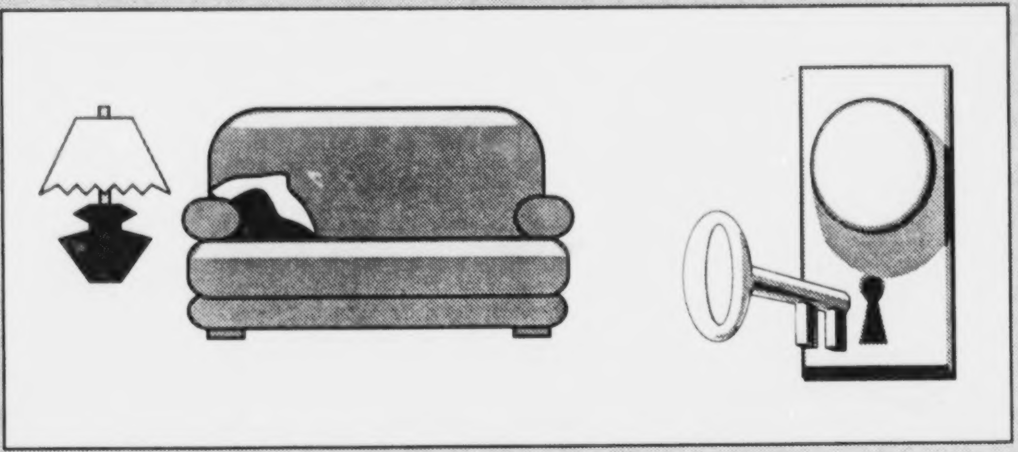
✔to verify that furniture is in its proper place

✔to verify that all cleaning supplies are out of the room

✔to verify that lights and faucets are off

✔to verify proper settings of clocks, air conditioning, or heaters

✔to verify that doors to rooms are left securely locked



TA 91

How Would You Feel?

Case Study 1

It is 6:30 a.m., and Patrick had planned on sleeping until 7:30 a.m. because he arrived at the hotel in the early hours of the morning. All of a sudden, he is awakened by one of the room attendants asking another room attendant, who is six doors down, if there is any extra room freshener.

Case Study 2

Colette and Charlie just arrived at the hotel for their second honeymoon and are at the front desk registering. They both notice loud voices and turn to witness two room attendants, one on the second floor and the other on the first, loudly talking about yesterday's episode of their favorite soap opera.

What If . . .?

Terry, a room attendant, after following proper procedures prior to entering a guest room, does not receive a reply and enters the room seeing the guest asleep in bed?

Ginger, a room attendant, after following proper procedures prior to entering a guest room, does not receive a reply and enters the room seeing the guest in bed awake?

Dora, a room attendant, after checking the room status and finding it listed as vacant, enters the room only to see a person in that room?

Pamela, a room attendant, after following proper procedures prior to entering a guest room, does not receive a reply and enters the room, noticing that the bathroom door is shut and running water can be heard?

Bonnie, a room attendant, begins cleaning a room when the guests arrive back from breakfast wanting to get back into their room?

What Am I Responsible For?

1. If it is past check-out time and an attendent knocks on a guest's door and receives no reply, the room attendent should ____________________
____

2. Executive housekeeper should ____________________
____
____

guest does not answer ↓   *Guest Answers* ↓

3a. Executive housekeeper should ____________________
____
____

3b. Executive housekeeper should
____
____
____

↓ *no answer*

4. Executive housekeeper should ____________________
____
____

↙ *no guest in room*

5a. Executive housekeeper should ____________________
____
____

↘ *Guest in room*

5b. Executive housekeeper should ____________________
____
____

↓ *Ill guest in room*

5c. Executive housekeeper should ____________________
____
____

WHAT TO DO WITH *Damaged* LINEN

Directions: Provide the appropriate information requested below.

Procedure	Patch	Darn	Recycle
Description			
Indicators Validating Procedure			
Additional Suggestions			

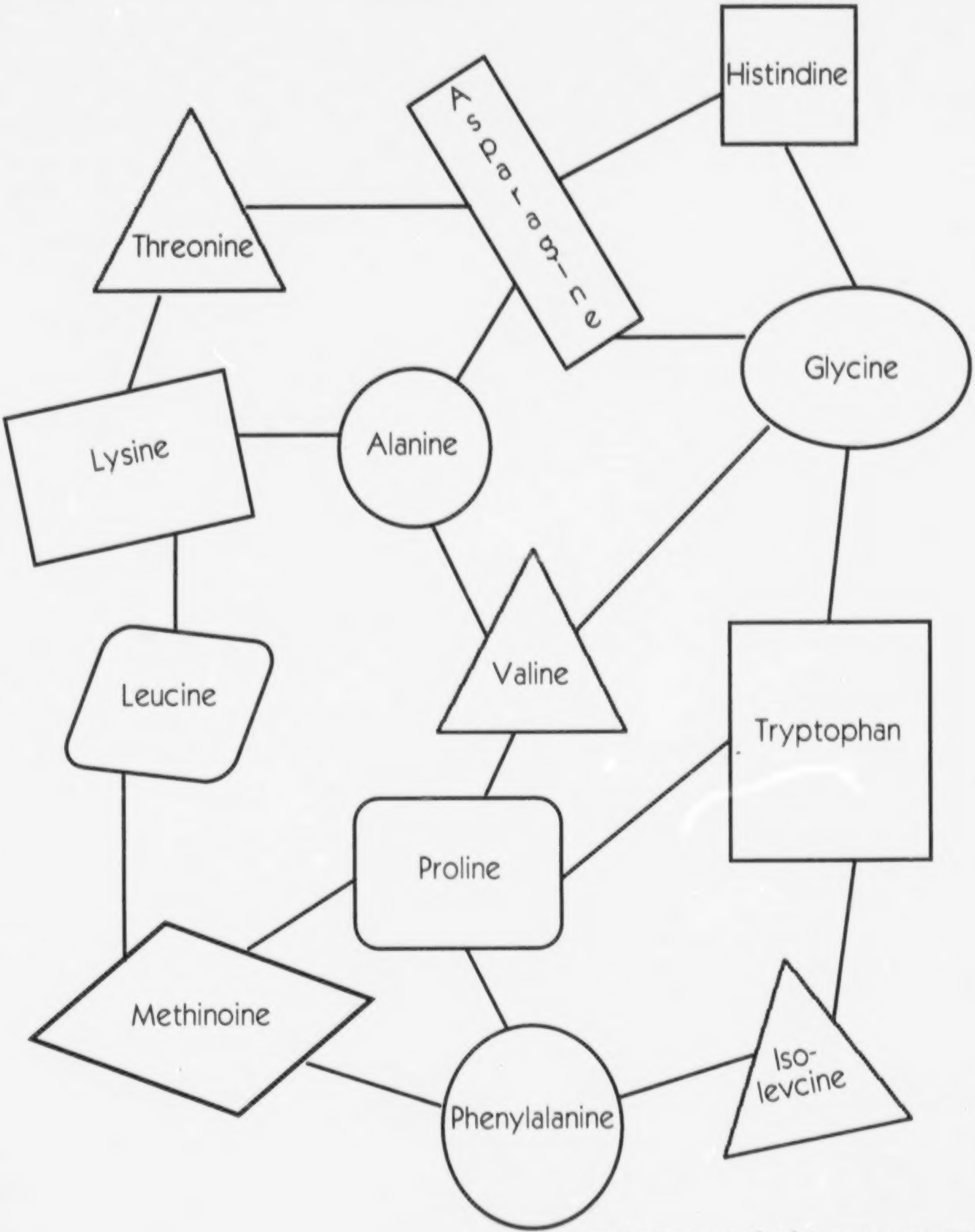
Stain Removal Chart for Washable Fabrics

Stain	*Removal*
Adhesive Tape Chewing Gum Rubber Cement	Harden by rubbing with ice. Remove excess gummy matter carefully with a putty knife. Remove remaining stain with a safe cleaning fluid.
Asphalt Tar	Pour trichloroethane through the fabric. Repeat. Rinse and launder. Some stains may be impossible to remove.
Beverages (alcoholic and soft drinks) Perfumes	Sponge with cool water and glycerine. Soak 30 minutes. Treat with detergent. Sponge with alcohol if safe for fabric.
Blood Carbon Paper (regular) Pencil (lead)	Sponge with cool water. Soak 30 minutes. Rub liquid detergent into area; rinse. If stain remains, apply a few drops of ammonia and repeat detergent treatment. Lead pencil may be removed from some fabrics with a soft eraser.
Butter Ring-around-the-collar Cream Chocolate Shortening Cosmetics Gravy Mayonnaise Milk Sauces Smoke Soot Vomit Wax	Soak stain in cold water for 30 minutes. Rub liquid detergent into stain. Rinse and dry. If stain remains, sponge with a safe cleaning fluid and dry. Repeat if necessary.
Candle Wax Paraffin	Scrape excess off surface and place fabric between several layers of tissue paper and press with warm iron. Remove remaining stain with a safe cleaning fluid, bleach appropriate for the fabric type, or ammonia.
Candy (not chocolate) Catsup Coffee Egg Tea (no cream) Vegetables	Sponge stain with cold water. Soak for 30 minutes in detergent. Sponging with vinegar followed by alcohol or bleach appropriate for the fabric may remove final traces.
Carbon Paper (duplicating) Ink (ballpoint)	Sponge with alcohol. If stain remains, sponge with safe cleaning fluid.
Crayon	Scrape off excess. Sponge detergent onto stain. Rinse and dry. If stain remains, sponge with safe cleaning fluid.
Deodorant Perspiration Urine	Sponge with detergent. Launder in water temperature and bleach appropriate for the fabric type. Color may or may not be restored by sponging fresh stains with ammonia and old stains with vinegar. Dilute ammonia with an equal amount of water if used on wool, mohair, or silk. Rinse.
Fabric Softener	Rub black spots with detergent and launder. For a gray or bluish buildup, soak in detergent and bleach appropriate for the fabric; launder.

Stain	*Removal*
Fingernail Polish	Sponge white cotton fabric with nail polish remover. Sponge other fabrics with amyl acetate (banana oil). Launder. Repeat if necessary.
Fruit Juices	Sponge immediately with cool water. If safe for fabric, pour boiling water through stain. Work detergent into stain; rinse. Bleach safe for fabric type may remove final traces.
Grass	Work detergent into the stain and rinse. If colorfast, moisten with alcohol. if colorfastness is questionable or fabric is acetate, dilute alcohol with two parts water.
Laundry Product	Soak in one part vinegar to four parts water in a plastic container.
Mildew	Moisten with lemon juice and salt, if safe for fabric, and allow to dry in the sun, or sponge with hydrogen peroxide.
Mimeograph Fluid	Sponge with alcohol, turpentine, or nail polish remover depending upon the type of fluid and fabric.
Mud	Let dry and brush. Soak in cold water with detergent. For iron clay soils, remove the same as rust. If stain remains, sponge with alcohol.
Mustard	Work glycerine into stain. Rinse. Launder. Prolonged soaking may be necessary. If stain remains, sponge with alcohol.
Paint Varnish	Treat the stain before it dries, if possible. Sponge with thinner solvent recommended on the label, turpentine, or trichloroethane. While still wet with solvent, apply detergent and soak. Launder. Repeat if necessary. Stain may be impossible to remove.
Rust	Sprinkle salt on the stain and moisten with lemon juice if safe for fabric. Dry in the sun and rinse. Repeat if necessary. Commercial rust or color removers may be used as directed. Do not use chlorine bleach.
Scorch	Work detergent into stain immediately. Rinse. If stain remains, apply hydrogen peroxide and ammonia. Rinse. Severe scorching damages fabrics and cannot be removed.
Shoe Polish	Work detergent into stain and rinse. Sponge with alcohol and rinse. Apply safe cleaning fluid or turpentine. Depending on the kind and color of polish, several methods may need to be used.
Yellowing	Wash in hot water with an increased amount of detergent and as strong a bleach as is safe for the fabric. Prolonged soaking may be necessary. Use a color remover on white fabrics.

Amino Acid Puzzle

Directions: Color gray the Amino Acids that are not essential to human survival.

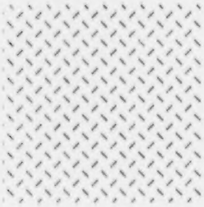

Histindine
Asparagine
Threonine
Glycine
Lysine
Alanine
Valine
Leucine
Tryptophan
Proline
Methinoine
Iso-levcine
Phenylalanine

Answers: Alanine, Asparagine, Proline, Glycine

Sugars: Simple or Double?

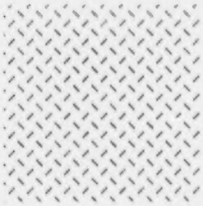
Directions: Identify each of the following types of sugar as a monosaccharide or a disaccharide.

Lactose



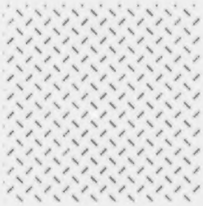
1. ______________

Sucrose



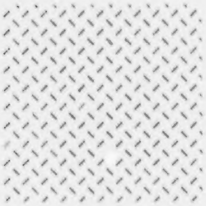
2. ______________

Fructose



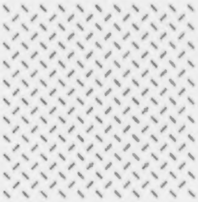
3. ______________

Glucose



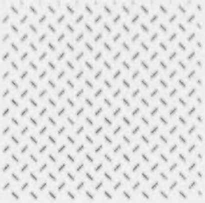
4. ______________

Maltose



5. ______________

Galactose

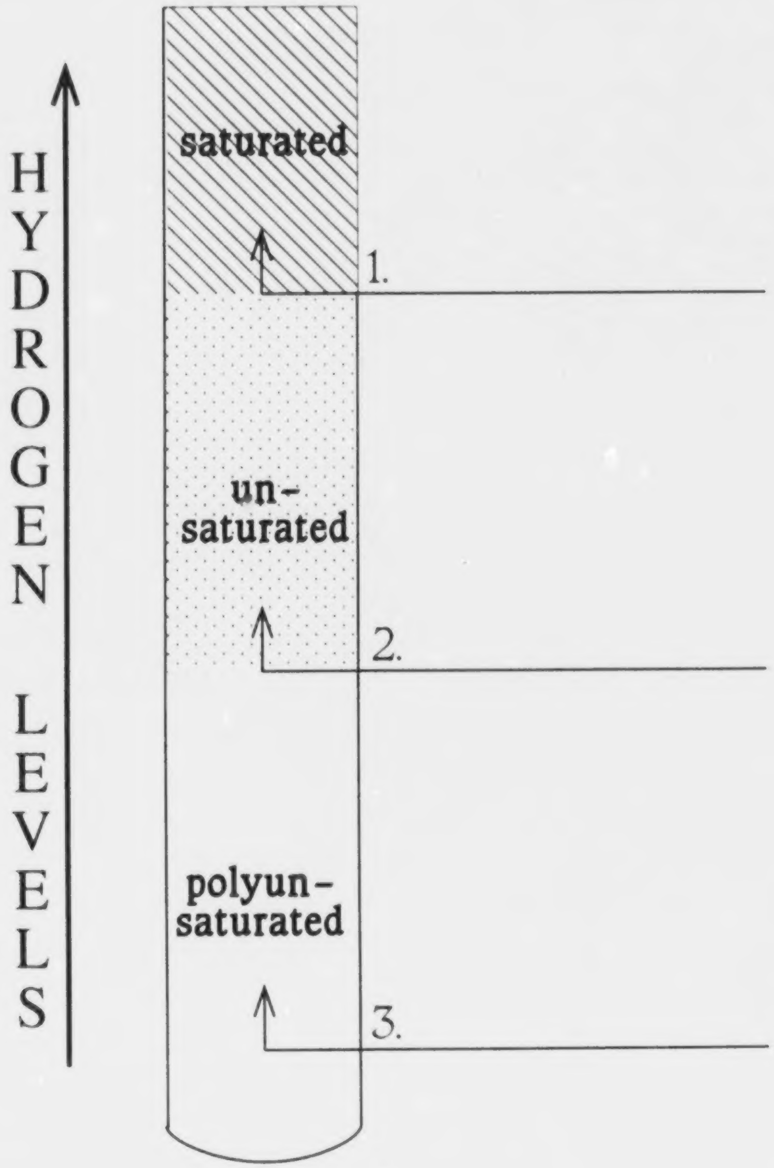


6. ______________

Answers: Monosaccharides 3,4,6; Disaccharides 1,2,5

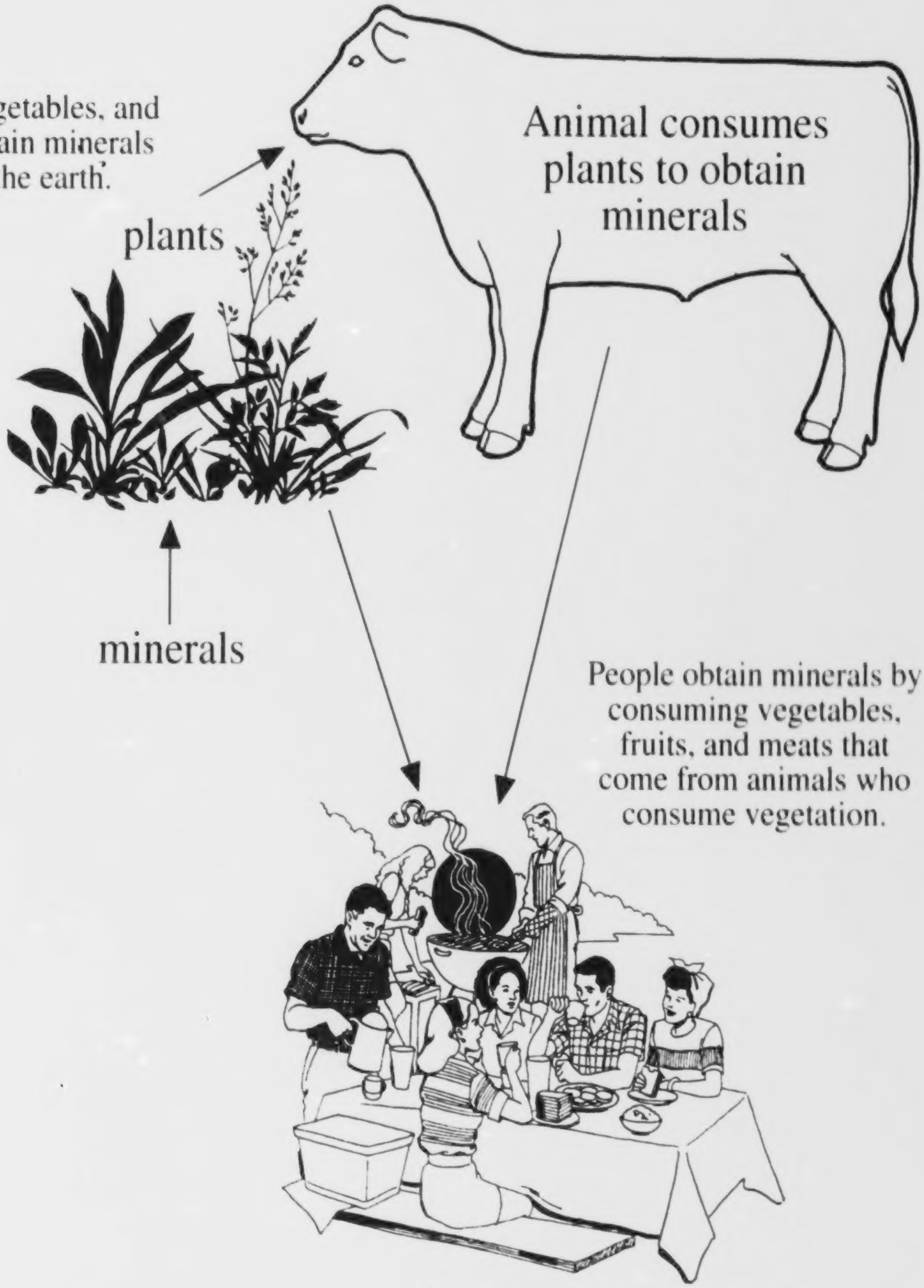
What Does Hydrogen Have to Do With Fat?

Directions: Place the three following fats on the hydrogen scale where they belong: animal fat, oil, and shortening.


HYDROGEN LEVELS
saturated
1.
un-saturated
2.
polyun-saturated
3.

Answers: 1. animal fat, 2. shortening, 3. oil

How We Obtain Minerals from The Earth



Plants, vegetables, and fruits obtain minerals from the earth.

Animal consumes plants to obtain minerals

People obtain minerals by consuming vegetables, fruits, and meats that come from animals who consume vegetation.

Six Steps for Preventing Food Contamination

1. Prepare only the amount needed.

2. Prepare as close to service time as possible.

3. Handle food as little as possible.

4. Avoid cross-contamination

5. Cool foods quickly.

6. Reheat foods to proper temperatures.

TA 101a

The Danger Zone

REVIEW TEST

1. Name three food qualities that people look for in food purchased from the deli: ____________________,
____________________________, and ____________________________.

2. Foodborne illness can be prevented. True or False

3. Bacteria and microorganisms are large enough that they can be seen by the naked eye. True or False

4. If refrigerated foods have been maintained at their proper temperatures, there are no problems mixing fresh product from the cooler with the product that has been on display. True or False

5. Name four ways that food can be contaminated in the deli department: ____________________,
____________________, ____________________, and ____________________.

6. Display containers should always be marked with the date the ____________________, and
____________________.

7. Foodborne illness is when people get sick from food that has been contaminated. True or False

8. Chemicals should always be stored ____________________ and ____________________.

9. The danger zone is the dangerous temperature range between ________ °F and ________ °F.

10. Cheese and meat should not be sliced on the same slicer because the bacteria that helps cheese age and develop flavor may cause meats to develop off-flavors and it may reduce the meat's shelf-life. True or False

11. Bacteria grows slowly or not at all at temperatures above 40°F and are killed above 140°F. True or False

12. Two examples of when it is important for food handlers to wash their hands are: ____________________
and ____________________________.

13. Raw product and cooked product can be stored in the same cooler as long as they are separated and the raw product is not stored above the cooked product. True or False

14. Meat, poultry, and prepared foods that are received frozen should ideally be cooked from their frozen state because ____________________, ____________________, and ____________________.

15. In the cooler, stock must be stored ________ inches off the floor.

16. Three important conditions to remember for proper cooling of food are rapidly cool food to below 45°F, the height of the pan should be less than four inches, and the depth of the product should be less than three inches. True or False

17. Three basic guidelines for proper receiving and storage are ____________________________,
____________________________, and ____________________________.

Adapted From International Dairy •Deli•Bakery Association

18. Cross contamination is the transfer of potentially harmful bacteria from one food to another.
True or False

19. What are the two most critical elements to control when you are preparing and displaying food:
__________________________ and __________________________.

20. Three cooking guidelines are ____,
__________________________ and __________________________.

21. It is okay to partially cook a product and let the warming or hot-holding table finish cooking it.
True or False

22. Cutting surfaces should be cleaned and sanitized between uses so you do not cause flavor problems.
True or False

23. Sanitation is a merchandising tool. True or False

24. If something looks clean, then it is clean. True or False

25. A product should not be sold for at-home consumption after the "sell-by" date. True or False

26. All microorganisms are bad. True or False

27. Products may be thawed at room temperature. True or False

28. Foodborne illnesses generally occur because of ______________ and ______________.

29. Properly refrigerated foods can be safely touched with bare hands. True or False

30. __________________________ controls bacterial growth.

31. For thorough cleaning and sanitizing of equipment and utensils use a ____________________
process.

32. One quality control for your deli department is controlling freezer and cooler inventories. True or False

33. Keeping cold foods cold means maintaining their temperature at 40°F or lower for them to be safe and
fresh. True or False

34. FIFO is ____________________________________, a stock rotation method.

35. When washing hands, always wash with soap and warm water, lathering for 5 seconds. True or False

36. Foods should always be purchased from government inspected sources. True or False

37. When reheating foods, heat them to 150°F. True or False

38. Heating a product above 140°F will inactivate all foodborne toxins. True or False

39. To properly check the temperature of poultry, always check the temperature using leg meat.
True or False

40. Cooked foods displayed in a warming or steam table should be held at __________ °F or above.

The Danger Zone

Answers to Review Test

1. (Any three) safe food, tastes good, looks good, properly packaged, attractively merchandised

2. True

3. False. Microorganisms and bacteria cannot be seen with the naked eye.

4. False. When you are setting your display, never mix fresh product with product already on display because light, air, and moisture have shortened the shelf life of the display product.

5. (Any four) Improper holding of hot foods, inadequate chilling of foods, inadequate reheating of foods, contaminated equipment, cross contamination, poor personal hygiene, food from unsafe sources, and not monitoring shelf life.

6. Date the item was put on display and the "sell-by" date

7. True

8. Properly labeled and away from food preparation, storage areas, and food contact surfaces.

9. 45°F and 140°F

10. True

11. False. Bacteria grows slowly or not at all at temperatures below 40°F and are killed above 140°F.

12. (Any two) Before starting work, after using the bathroom, between handling raw and cooked foods, after an employee has been eating or drinking, after emptying the garbage, after using a handkerchief or sneezing.

13. True

14. It reduces the handling of food and helps maintain shelf life.

15. Six inches

16. True

17. (Any three) Visibly check products, check temperature of products, rotate stock accurately, store in a clean store area, keep raw and cooked products separated, monitor shelf life.

18. True

19. Time and temperature

20. (Any three) Do not overload the cooking unit, do not cook all product at the same time, check accuracy of cooking equipment, check the food's temperature before putting on display.

21. False. Never partially cook a product and let a warming or hot-holding table finish cooking it.

22. False. Cutting surfaces should be cleaned and sanitized between uses so you do not cross contaminate foods.

23. True

24. False. Since you cannot see bacteria and microorganisms, things that appear clean may not be clean.

25. True

26. False. Some microorganisms are beneficial like those used in cheese, yogurt, and some sausages.

27. False. Products should never be thawed at room temperature.

28. Food mishandling and disregard for temperatures.

29. False. Never touch refrigerated foods with bare hands.

30. Temperature

31. Three-step

32. True

33. True

34. First in, first out

35. False. When washing hands, always wash with soap and warm water, lathering for 20 seconds.

36. True

37. False. When reheating foods, heat them to 165°F.

38. False. When some types of bacteria have time to grow they may produce a toxin that can cause illness. Heating the product above 140° F may not inactivate the toxin present in that food.

39. False. Always check the temperature using the thigh meat.

40. 140°F

Types of Storage

Refrigerator Storage

Freezer Storage

DRY STORAGE

DILEMMAS INVOLVING STORAGE TECHNIQUES

Directions: How do each of the following situations need to be handled? Answer specific questions following each case.

CASE 1

It is time for Linda and Manuel to close the buffet line. There are some hot foods that need to be refrigerated. **What steps should Linda and Manuel take in storing hot foods? Why are these steps important?**

CASE 2

The poultry order just came in and Ken needs to thaw it out for Wednesday's meal. Ken places the poultry on a flat pan and locates one area left in the refrigerator to store the poultry. It is on a top shelf. **What should Ken do? What was the purpose of Ken's decision?**

CASE 3

Nick is preparing to make the rolls for dinner. He walks into the storage to get some flour and notices that the new shipment of flour that came in today was placed on the shelf in front of the flour bought last week. **What should Nick do? Why? How can he tell which flour is the new and which is the older?**

CASE 4

Sarah is preparing the fresh fish for display in the deli area and notices that the perforated pans are missing. She is in a hurry as the shop is getting ready to open. **What should Sarah do? What is so important about the perforated pans?**

Retaining Nutrients During Cooking

Directions: Write the effects of each cooking method on nutrients in foods. Also, list the advantages and disadvantages of each cooking method.

Cooking Method	**Effects**	**Advantages**	**Disadvantages**
Steaming			
Pressure Steaming			
Microwaving			
Stir-Frying			
Broiling			
Baking			
Grilling/Panbroiling			
Braising			
Boiling			

TA 105

What is Causing My Illness?

Directions: Identify the food-borne illness by analyzing the symptoms of each case study presented.

1. Sharon has had a cold for over one week now. She works in a deli slicing meats and cheeses for customers. She sometimes forgets to wear her poly-gloves for setting up the meats in the display case before opening hours. Mrs. Cranton who purchased cold cuts in Sharon's department a few days ago developed a fever and sore throat.

What is causing Mrs. Cranton's illness?

2. Shortly after eating BBQ chicken at the new restaurant, Cody began experiencing stomach cramps, vomiting, and diarrhea.

What is causing Cody's illness?

3. Sally and Larry enjoyed a wonderful meal of stuffed crab and oysters while spending their day at the beach. Larry who ate the oysters was diagnosed after developing a fever as having an inflammation of his liver.

What is causing Larry's illness?

4. Kathy, a new employee in the bakery department, was responsible for preparation of the custard pies on Monday. She was basically left without guidance. Fearful of over baking the pies, she pulled them out of the oven early as they looked done. Shortly after eating a piece of the custard pie prepared by Kathy, Brandon developed vomiting, diarrhea, and stomach cramps.

What is causing Brandon's illness?

Proper Handwashing Methods

1. Use water as warm as the hands can comfortably stand.
2. Moisten the hands and apply a disinfectant soap. Lather well beyond the wrists as far as needed to remove dirt and soil.
3. Rub hands together briskly for about 20 seconds.
4. Pay careful attention to the areas between the fingers, knuckles, and around the nails. Use a brush for cleaning under the nails.
5. Rinse hands thoroughly under running water. Allow the water to flow from above, down the fingertips. This rinses contaminants off the hands rather than up the arms.
6. Dry hands and wrists thoroughly with a sanitary single-service towel or hot air dryer. Dispose of the paper towel in a provided container.
7. Do not touch anything that could contaminate your hands before returning to work.
8. Wash your hands often enough to keep them clean at all times.

Reprinted from: *Services for The Elderly Curriculum Guide* (TA 91)

Two Methods for Busing Tables

Busing Unoccupied Tables

The basic steps for the first demonstration of busing a table are as follows:

1. Place cloth napkins from table into hamper.
2. Stack dishes in the bus tub in an organized manner.
3. Take dishes to kitchen.
4. Place glassware in a separate bus tub and silverware in a container with presoak solution.
5. Scrape or shake the food off of the dirty dishes into a trash can.
6. Stack dishes on the dishwater rack.

Busing Occupied Tables

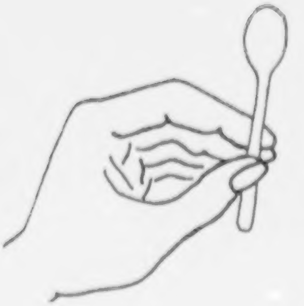
The basic steps for the second demonstration of busing a table (usually reserved for a higher level service facility) are as follows:

1. Remove dishes from table as customers finish eating.
   a. place dishes on tray,
   b. carry dishes with hands, or
   c. take dishes to a side table, service area, or kitchen.
2. Place cloth napkins from table into hamper.
3. Scrape or shake off food into trash can.
4. Place dishes in a bus tub filled with water and detergent.
5. Place glassware in a separate bus tub and silverware in a container with presoak solution.
6. Stack dishes on the dishwasher rack.

Handling Clean Dishes

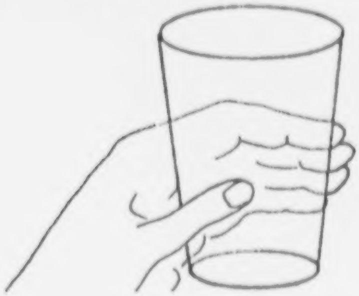
Flatware

Carry flatware
by the handle.



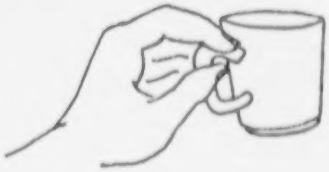
Glassware

Hold glasses at
the base.



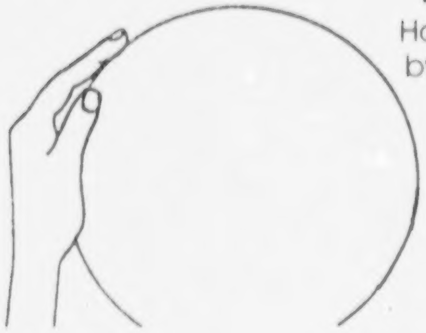
Cups

Hold cups by
the handle.



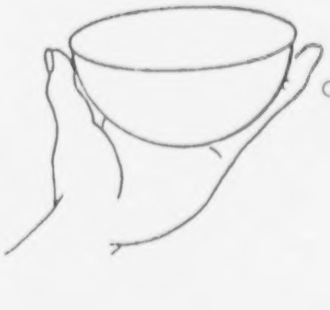
Plates

Hold plates
by the rim only.



Bowls

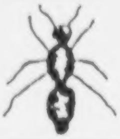
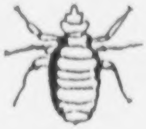
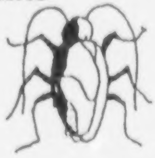
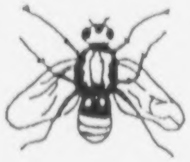
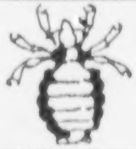
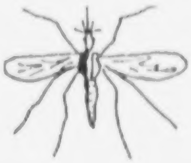
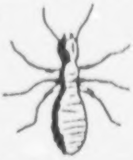
Hold the outer
area of the bowl only.



Reprinted from Curriculum Guide: Services for The Elderly

TA 109

Knowing and Controlling Pests

Insect	Description	Control Method
Ants 	Ants are considered a nuisance. They destroy food and crawl over filth.	Eliminate food supply. Store foods properly in closed containers. Maintain a clean environment.
Bedbugs 	Bedbugs are wingless, reddish brown bugs that feed on blood. Bedbugs are found in bedding, cracks, crevices of walls, and baseboards. Their presence is detected by their odor, blood stains, and excretory spots.	Maintain a clean environment.
Cockroaches 	Roaches like dark, damp, warm places. They live five years and carry diseases on their bodies and feet. They are often brought into institutions on delivery packages.	Maintain a clean environment. Store foods properly in closed containers. Eliminate dripping drains and faucets. Use insecticides.
Flies 	Flies lay their eggs in filth, rotting food, and human and animal waste. Flies spread disease.	Control breeding places. Clean breeding areas and remove food. Cover garbage tightly and protect food supplies. Use screens where possible. Kill by spray or traps.
Lice 	Lice are wingless parasites that live on animals and humans. Eggs hatch in two to three weeks. Lice carry typhus and relapsing fever.	Treat the host of the lice. Do not allow animals in food areas.
Mosquitoes 	Mosquitoes breed in stagnant water and drains. They transmit disease by biting.	Screen openings. Remove stagnant pools of water or treat with insecticide. Repair leaks. Eliminate wet or damp areas or treat with insecticide if the area cannot be dried.
Termites 	Termites live in colonies and feed on wood. They have an appearance similar to ants. Sign of infestation include clay or dirt packed in basement floors.	Contact a professional exterminator; only professional control measures are effective against termites.

Reprinted from *Services for The Elderly Curriculum Guide* (TA 95)

Food Service Measuring Scoops

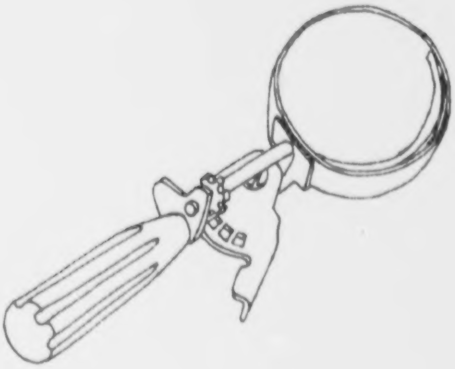
Directions: Fill in the blank areas found at the bottom of this Teaching Aid.

Scoop Number	Volume	Weight
6	2/3 cup	5 oz.
8	1/2 cup	4 oz.
10	3 fl. oz.	3-3 1/2 oz.
12	1/3 cup	2 1/2 -3 oz.
16	1/4 cup	2-2 1/2 oz.
20	1 1/2 fl. oz.	1 3/4 oz.
24	1 1/3 fl. oz.	1 1/3 oz.
30	1 fl. oz.	1 oz.
40	0.8 fl. oz.	0.8 oz.
60	1/2 fl. oz.	1/2 oz.

Scoop used for measuring uniform size portions of . . .

suggested scoop size

________ · cookie dough
________ · cooked pudding
________ · prepared mashed potatoes
________ · raw ground beef (for burgers)
________ · cooked Sloppy Joe mixture
________ · cooked taco meat for tacos
________ · bean mixture for burritos

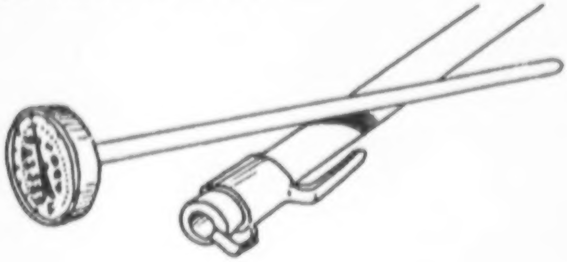


Think of other uses for a measuring scoop.

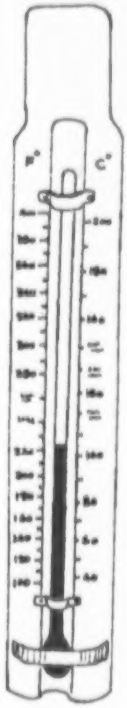
1. ____________________
2. ____________________
3. ____________________

Thermometers Found in Food Service Facilities

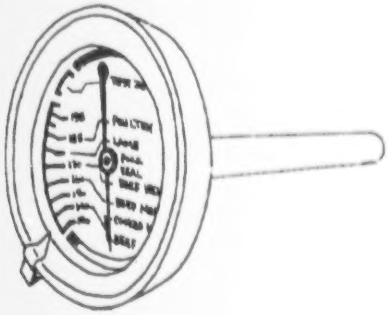
Instant-read Thermometer



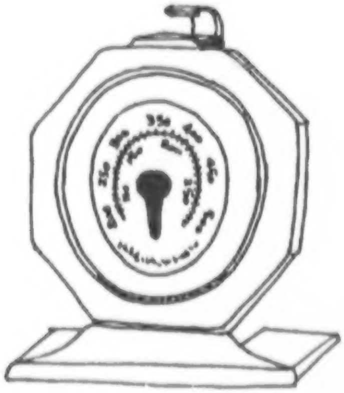
Candy Thermometer



Meat Thermometer (probe type)

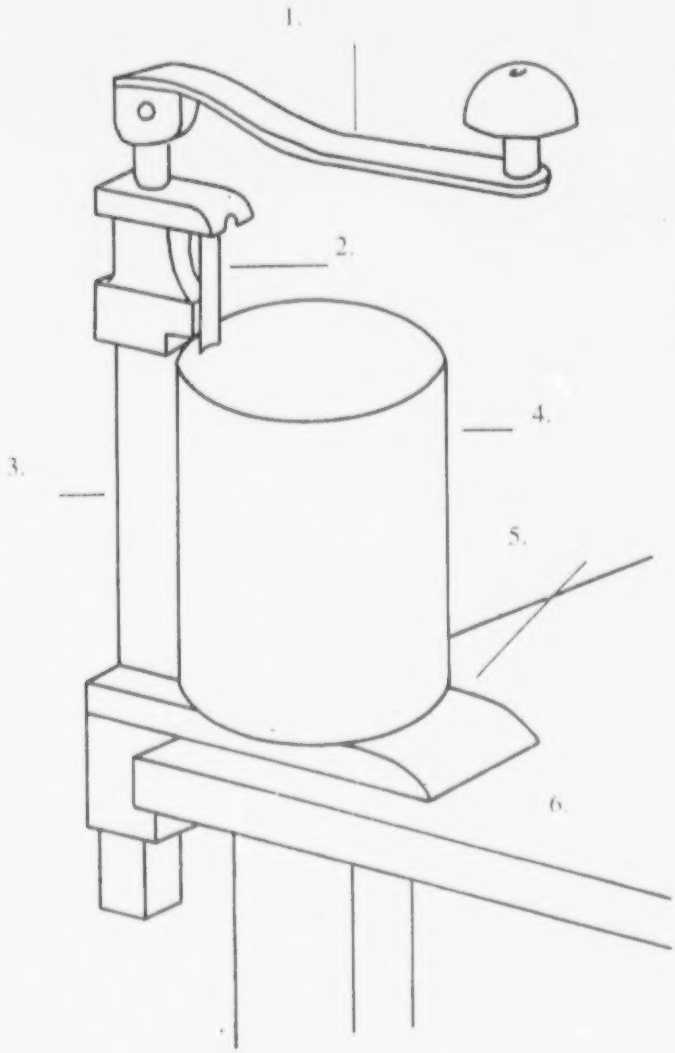


Oven Thermometer



BENCH-TYPE CAN OPENER

Directions: Name each part of this illustration that is indicated with an arrow, and describe how to use a bench-type can opener.



STEPS FOR OPERATING A BENCH-TYPE CAN OPENER:

1.

2.

3.

4.

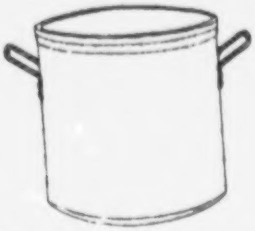
5.

Answers: 1 - handle; 2 - blade; 3 - shank; 4 - commercial size can; 5 - base; 6 - table

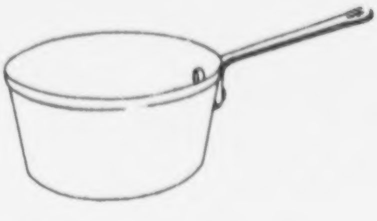
Adapted from *Food Production, Management, and Services Curriculum Guide* (TA 50)

WHAT AM I? WHAT AM I FOR?

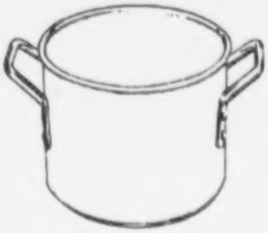
Directions: Identify the following cooking utensils:



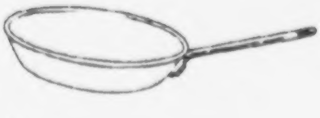
1. ________________



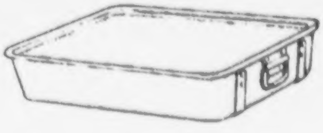
2. ________________



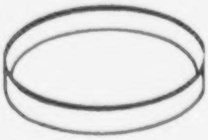
3. ________________



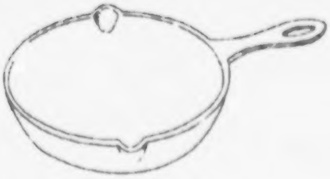
4. ________________



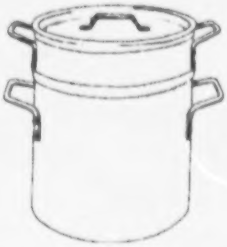
5. ________________



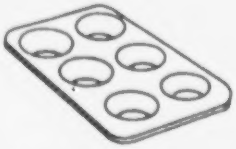
6. ________________



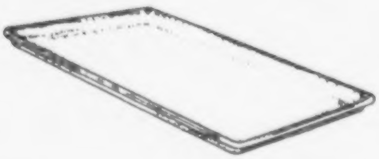
7. ________________



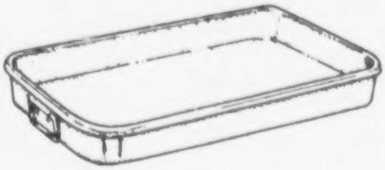
8. ________________



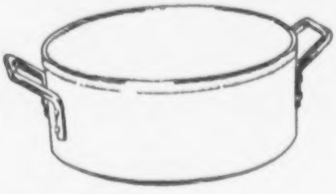
9. ________________



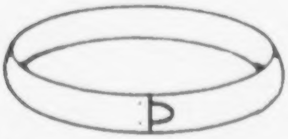
10. ________________



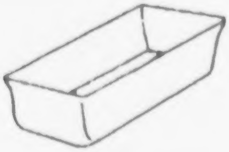
11. ________________



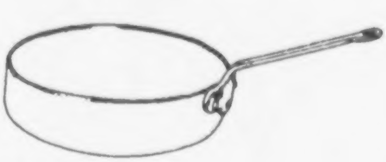
12. ________________



13. ________________



14. ________________



15. ________________

Answers: 1. stockpot, 2. saucepan, 3. saucepot, 4. sloped saute´ pan, 5. roasting pan, 6. cake pan, 7. cast iron skillet, 8. double boiler, 9. muffin pan, 10. sheet pan, 11. bake pan, 12. brazier, 13. springform pan, 14. loaf pan, 15. straight saute´ pan

Food Service Equipment

Directions: Provide as many examples as possible for each of the circumstances listed below.

1. Food service equipment used for cutting: ____________________
____

2. Food service equipment used for mixing: ____________________
____

3. Food service equipment used for baking: ____________________
____

4. Food service equipment used for storing: ____________________
____

5. Food service equipment used for cooking: ____________________
____

6. Food service equipment used for transporting beverages: ____________
____

7. Food service equipment used for dispensing beverages: ____________
____

8. Food service equipment used for preparing beverages: ____________
____

Mixed-up Mystery

Directions: Choose from the following list to properly identify each part indicated on this mixer.

attachment socket

agitators

gear or speed control

beater shaft

bowl support

pedestal

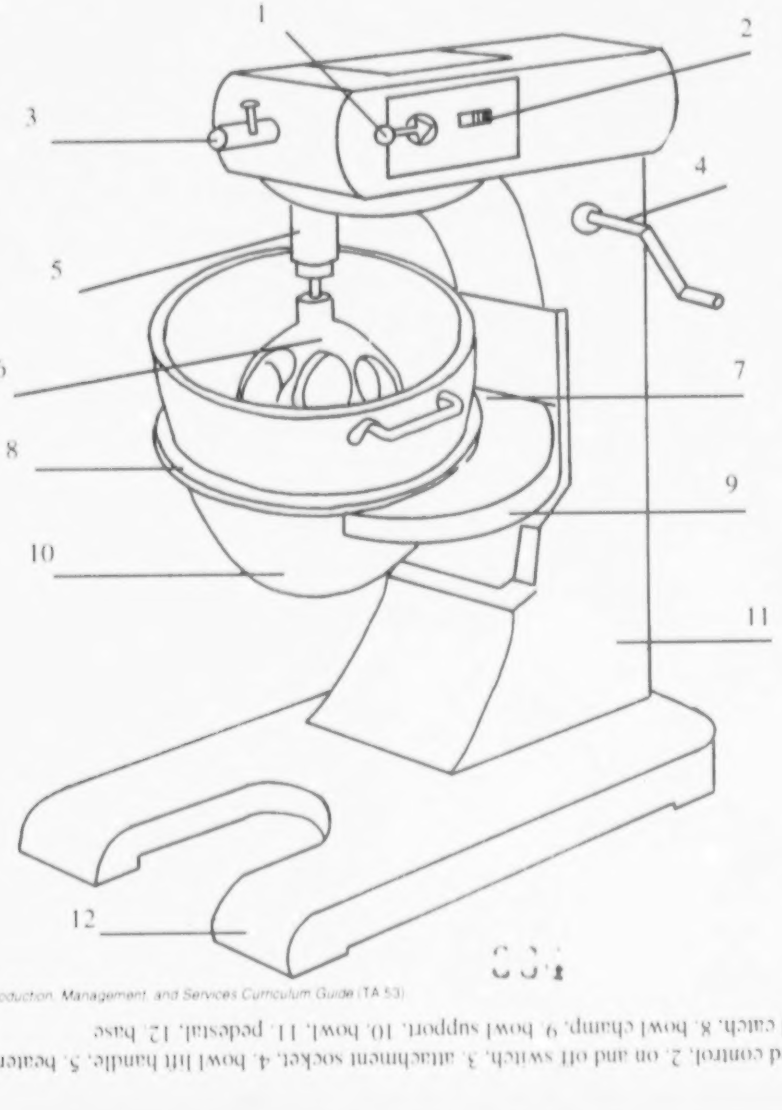
on and off switch

back bowl catch

bowl champ

base

bowl lift handle

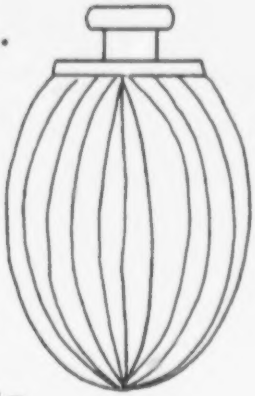


Adapted from *Food Production, Management, and Services Curriculum Guide* (TA 53)

Answers: 1. gear or speed control, 2. on and off switch, 3. attachment socket, 4. bowl lift handle, 5. beater shaft, 6. agitators, 7. back bowl catch, 8. bowl champ, 9. bowl support, 10. bowl, 11. pedestal, 12. base

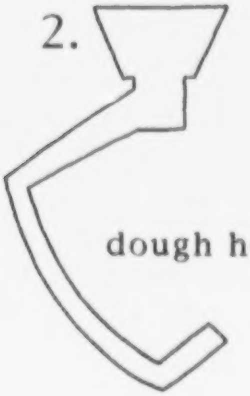
Mixer Agitators

1.



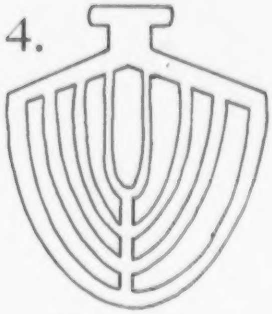
whip

2.



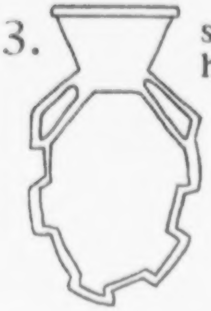
dough hook

4.



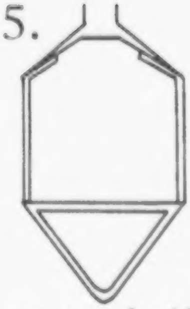
flat beater

3.



sweet dough hook

5.



pastry knife

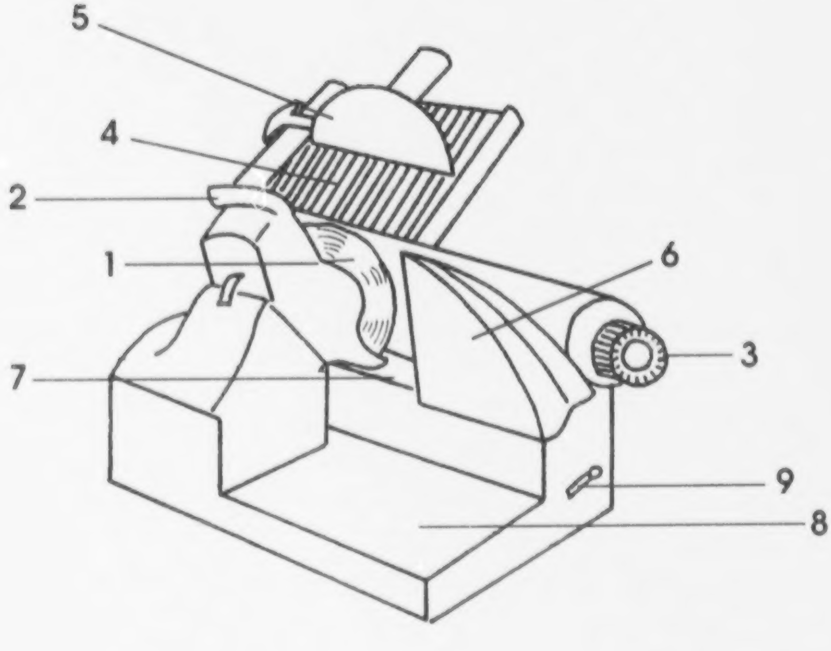
	Purpose of Agitator	Foods Prepared with Agitator
1.		
2.		
3.		
4.		
5.		

Adapted from *Food Production, Management, and Services Curriculum Guide* (TA 54)

Parts of a Food Slicer

Parts of a Food Slicer:

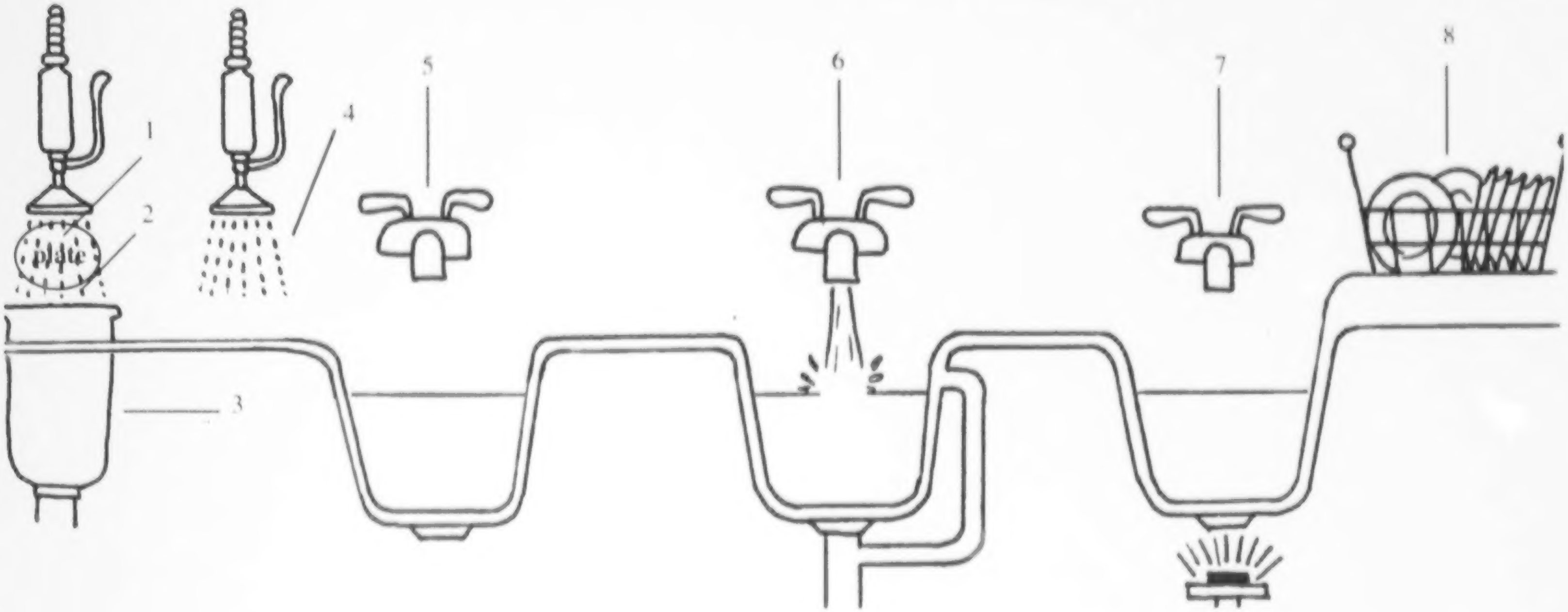
1. Blade or slicer knife
2. Blade guard
3. Blade control indicator
4. Food carriage
5. Food holder
6. Gauge plate
7. Scrap tray
8. Receiving tray
9. On and off switch



Adapted from *Food Production, Management, and Services Curriculum Guide* (TA 51)

TA 118

Manual Dishwashing

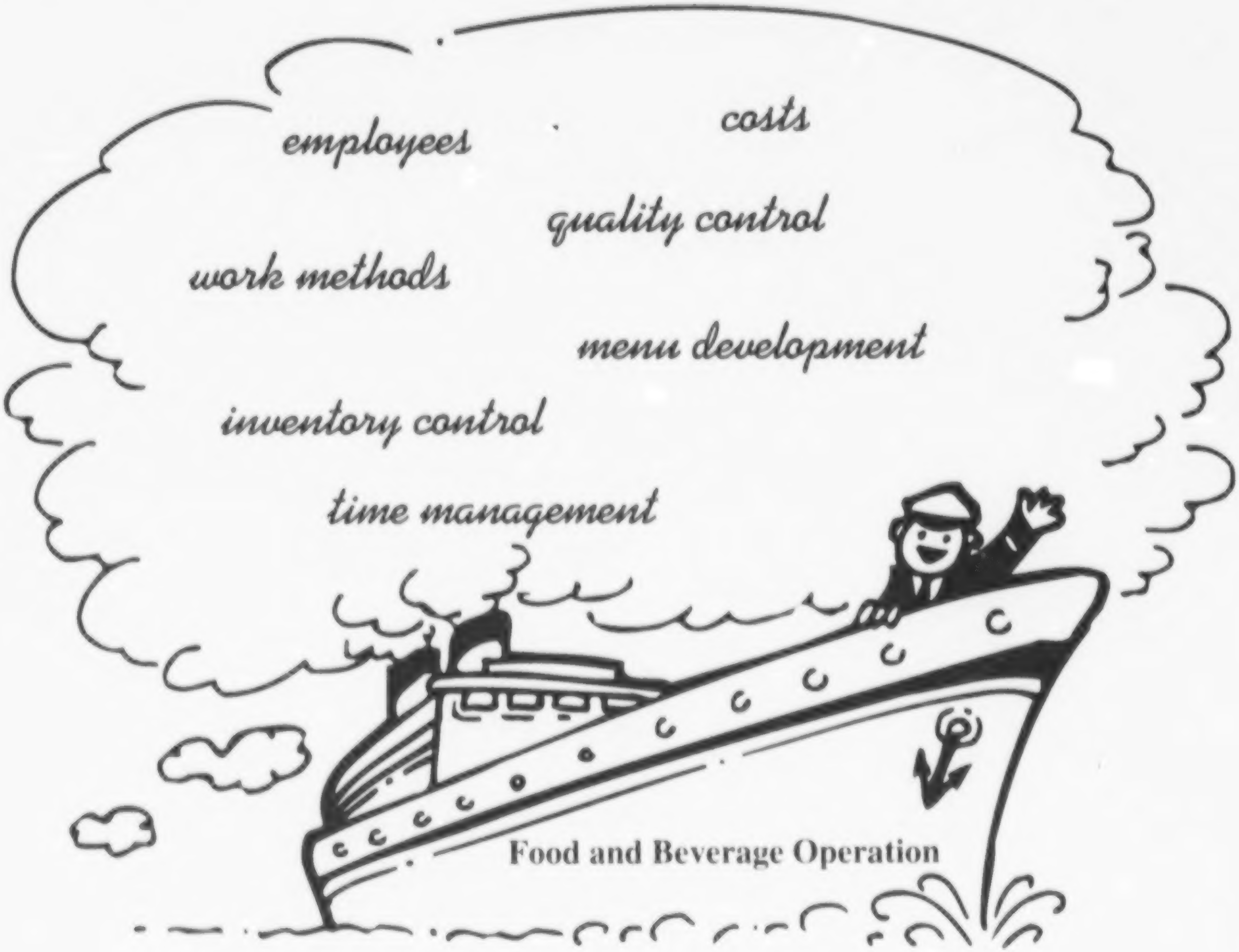


Directions: Identify the areas indicated by a line.

scrape ___
prerinse ___
sanitize ___
drain ___
wash ___
rinse ___
garbage disposed ___
food particles ___

Answers: 1 - scrape, 2 - food particles, 3 - garbage disposal, 4 - prerinse, 5 - wash, 6 - rinse, 7 - sanitize, 8 - drain

What Keeps Food and Beverage Operations Afloat?


costs
employees
quality control
work methods
menu development
inventory control
time management
Food and Beverage Operation

Categories of Cost Control

Directions: Choose from the list and write in the factors that affect each of the areas below.

A fast employees
B wages
C paper goods
D standardized recipes
E health insurance
F employees able to handle sensitive situations
G business cards
H food ingredients
I cleaning supplies
J overcharging on food orders
K portion control
L pension plans
M uniforms
N social security taxes
O production schedules
P training costs
Q work sequences
R maintenance
S food spoilage
T job descriptions

Food Costs

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

Labor Costs

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

Production Costs

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

Material Costs

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

Answers: Foods Costs: D, H, J, K, S Labor Costs: B, E, L, N, P Production Costs: A, F, O, Q, T Material Costs: C, G, I, M, R

Revising *Menus*

Salads

Chicken Salad	3.95
Taco Salad	4.75
Chef Salad	5.95
Tossed Salad	2.50

Sandwiches

Grilled Chicken Breast Sandwich	3.50
1/2 pound Burger	3.00
Ham and Cheese on Rye Toast	3.00

Vegetables

French Fries	1.50
Onion Rings	3.25
Battered Fried Vegetables (assorted)	4.50

Entrees

Chicken Strips *gravy, french fries,* *tossed salad*	5.95
Bowl of Chili *flour tortillas* *tossed salad*	5.95

Beverages

Soft Drinks	.75
Coffee	.75
Tea	.75

Food Operations and Frequent Purchases

Directions: List six reasons why food operations should order supplies frequently (rather than monthly or bimonthly).

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

Answers: 1 - will not take up much storage space. 2 - it is difficult to base food purchases on long-term projectors. 3 - less sums of capital tied up in supplies. 4 - less potential for waste and spoilage. 5 - less occupied shelf space. 6 - higher likelihood of quality and freshness

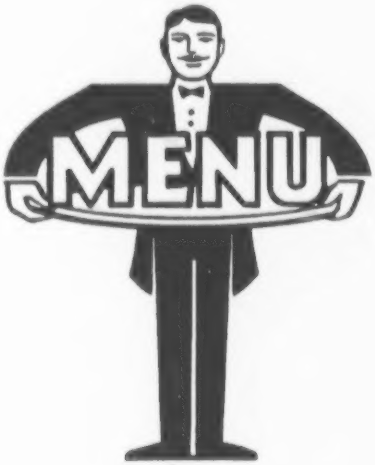
TA 123

Qualities of Good Menus

Directions: Identify six qualities of good menus according to managers and six qualities of good menus according to customers.

From the standpoint of managers:

-
-
-
-
-
-



From the standpoint of customers:

-
-
-
-
-
-

CHILDREN'S MENU

Answers: can be found on page 302 of Reference Book

Examination of A Standardized Recipe

Recipe: Lasagna
Yield: 48 servings

Portion size: 1/24th of a pan, serve with spatula (cut 4x6)

Equipment: Saute pan, Stockpot, Colander, 2 baking pans, cook's fork
Temperature: 350°F
Time: 1 hour

Ingredients	Amount
water	2 1/4 gallons
salt	2 oz.
oil	2 oz.
lasagna	1 1/2 lb.

Procedure

1. Add salt and oil to water and bring to boil.
2. Add lasagna noodles slowly, stirring with cook's fork to prevent sticking together.
3. Boil uncovered for 12 minutes.
4. Drain in colander and rinse with warm water.
5. Return to pot and stir in enough oil to coat lasagna.

• • • • • • • • • • • • • • • • • • • •

oil	2 oz.
onions, chopped	1-1/2 lb.
garlic, minced	4 cloves
mushrooms, sliced	1 lb.
ground beef	4 lb.
tomato paste	1-2 lb.
tomato sauce	2 lb.
oregano	2 oz.
basil	2 t.
salt	3/4 oz.
ricotta cheese	4 lb.
parmesan cheese, grated	8 oz.
mozzarella cheese, thinly sliced	2 1/2 lb.

1. Saute onions, garlic, and mushrooms in oil for 5 minutes. Drain and set aside.
2. Brown meat. Mix in sautéed vegetables.
3. Place tomato paste, tomato sauce, seasonings, and salt in stockpot. Add sauteed mixture with meat. Bring to a boil. Reduce heat.
4. Simmer, stirring occasionally for 30 minutes.
5. Grease baking pans.
6. Layer the bottom of the baking pans with strips of lasagna. Spread Ricotta cheese on strips. Cover with sauce. Place slices of mozzarella cheese on top. Continue layering lasagna, ricotta cheese, sauce, and mozzarella cheese until there are four layers of lasagna.
7. Sprinkle with Parmesan cheese.
8. Bake for 1 hour.

Directions: Use colored writing utensils to circle the following information in this standardized recipe

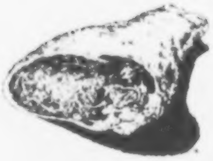
- •Red — specific amount of ingredient
- •Blue — order of preparation
- •Yellow — equipment needed
- •Green — time and temp for cooking
- •Purple — portion size
- •Orange – number of portions in the recipe
- •Brown — measuring utensil for serving exact portion size
- •Black — exact yield that is produced.

Recipe adapted from *Professional Cooking and Baking* Mary Frey Ray and Beda A. Dondi, Bennet Publishing Company Peoria, Ill. 61615

TA 125

Tenderizing Meats

Method	
Additives	enzymes salt vinegar
Mechanical	beating cubing pounding scoring grinding chopping dicing
Marination	oils juices acids sour cream



Rules for Holding and Storing Foods

Directions: Identify and justify a rule related to each of the following items listed.

Subject	Rule	Justification
Storing fish		
Keeping dairy items fresh		
Pie cabinets		
Salad bars		
Containers for fruits and vegetables		
Bain maries steam tables		
Storing dry foods		
Storing containers of foods on floor surfaces		
Storing cleaning supplies		

Planning for Color Variety

Directions: Assign two vegetables and garnish or bread for each main course, making sure that color variety exists on each plate.

Main Course	**Vegetables**		**Garnish or Bread**
	1	**2**	
Meatloaf			
Baked Chicken			
Spaghetti and Meatballs			
Fried Fish			
Cheese Enchiladas			
Turkey Sandwich on Dark Rye Bread			
Turkey and Dressing			
Roast Beef with Brown Gravy			

Garnishing Principles

1. Select fresh high quality garnishes.

2. Do not clump different garnishes together if more than one garnish is used.

3. Always use odd numbers of garnishes. Even numbers are not aesthetically pleasing.

4. Place garnish on the plate where correct temperature will be maintained for freshness and quality sake of the garnish.

Takeout Food Packaging

Directions: Listed below are factors to consider prior to purchasing containers for take-out food service. Provide a brief explanation or example in support of each factor.

❖	Compatibility with the food	
❖	Disposability	
❖	Ability to be labeled appropriately	
❖	Weight	
❖	Free from toxic materials	
❖	Is appropriately opaque, translucent, or transparent	
❖	Opens and closes properly	
❖	Provides protection from heat and cold	
❖	Provides protection from damage	
❖	Provides protection from light	
❖	Provides proper sanitation	
❖	Prevents permeation of odors	

Adapted from *Advanced Food Science and Nutrition Reference Book* (TA 108)

Customers Impressions are Based Upon . . .

The way they are:

Greeted

Seated

Presented menus

Informed of menu offerings

Assisted in ordering

Served

Directions: Write down negative and positive personal experiences involving employee attitudes and waiting time for service

	Negative	Positive
1. Employee Attitudes		
2. Waiting Time for Service		

TA 131

Student 1 ______________________

Student 2 ______________________

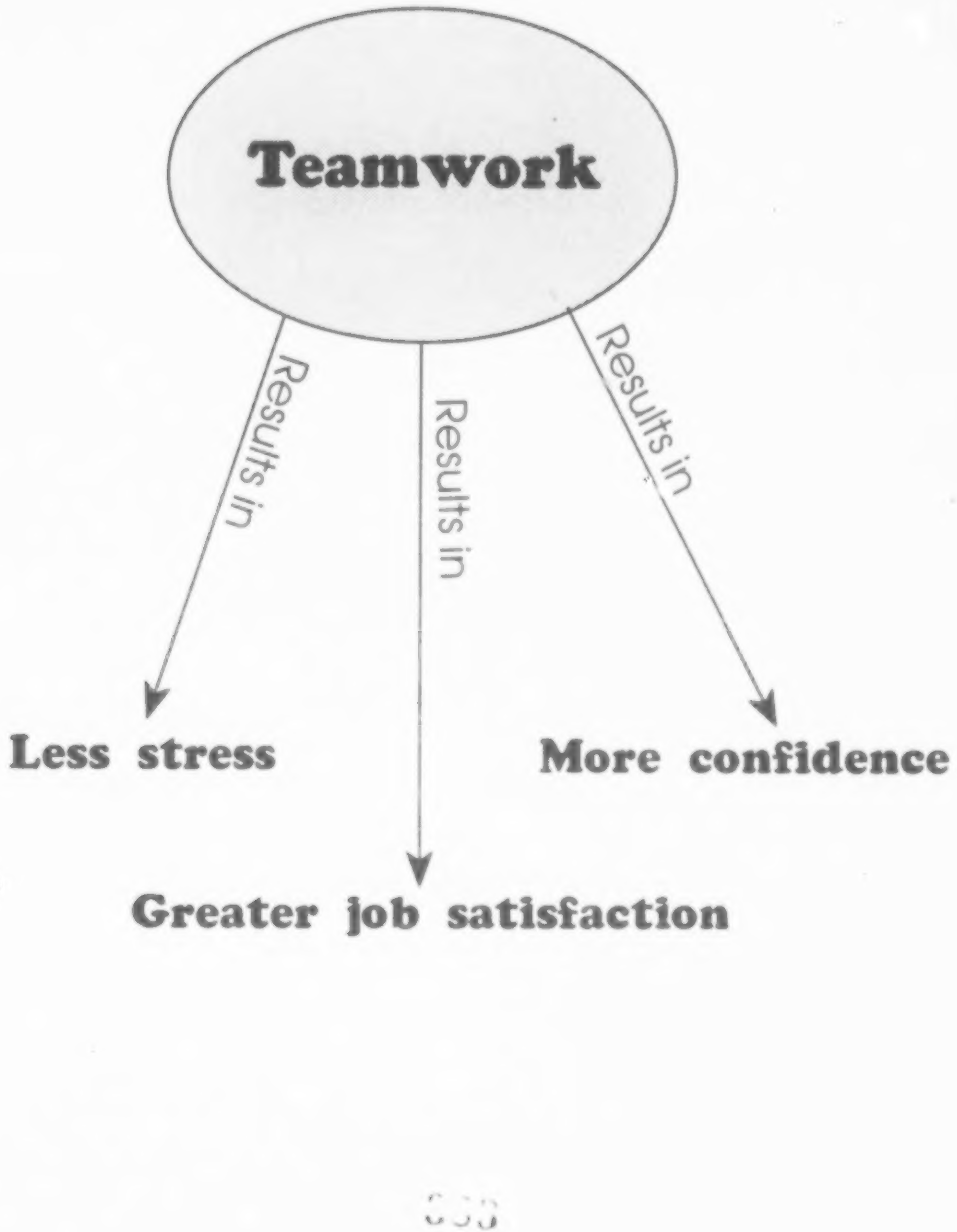
What Next?

Directions for student 1: Write name at the top of the page. Think of and write down a problem situation that could occur at each service step in the column headed "Sample Predicament." Hand in completed papers.

Directions for student 2: Write name at the top of the page. Think of and write down a solution to the sample predicament seen at each service step.

Service step	*Sample predicament*	*Solution*
preparing for service		
greeting the guest		
taking the order		
serving the order		
checking back		
ending the meal		

Results of Teamwork



Teamwork

Results in

Results in

Results in

Less stress

More confidence

Greater job satisfaction

Chapter Tests

CHAPTER ONE TEST
Hospitality Services Industry

Part A: The following are multiple-choice items. Choose the best answer and write the letter of your response in the blank beside each item.

_____ 1. The hospitality services industry includes
   A. food and beverage operations and lodging operations.
   B. hospitals.
   C. travel agencies.
   D. management firms.

_____ 2. The hospitality services industry dates to the
   A. invention of railroads.
   B. westward spread of railroads.
   C. Middle Ages in England.
   D. earliest times.

_____ 3. In what one way do hotels differ from motels?
   A. Hotels have swimming pools.
   B. Hotels have convenient parking.
   C. Hotels have hallways.
   D. Hotels provide delivery of meals to guest rooms.

_____ 4. The hospitality services industry's growth in recent years is attributable to
   A. the expansion of the railroads, the automobile, and the airplane.
   B. the variety of services offered to customers.
   C. the increase in the ease and amount of travel and the increase of people working outside of the home.
   D. inflationary times and economic decline.

_____ 5. Food and beverage operations are included in all of the following except
   A. full-service and fast-food restaurants.
   B. bars and clubs.
   C. snack bars.
   D. motels.

_____ 6. All of the following are classifications of hotels except
   A. resort.
   B. residential.
   C. bed and breakfast.
   D. luxury.

_____ 7. Commercial hotels primarily serve
   A. high income families.
   B. business travelers and tourists.
   C. occupants.
   D. vacationers.

_____ 8. Food service operations vary in many ways. Which of the following is not one of the ways?
- A. amount of menu choices provided
- B. who is served
- C. how guests are registered
- D. how food is prepared and served

_____ 9. Catering involves all of the following, except
- A. mobile cart service.
- B. seated, buffet, or trayline service.
- C. special function service.
- D. on or off-premises serving.

_____ 10. General managers' responsibilities in hotel and food operations do not include
- A. customer service and satisfaction.
- B. personnel training.
- C. budgeting.
- D. organizational skills.

Part B: Use the words listed below. Match the definitions to the words by writing the correct word in the blank beside each definition given. Words are used only once.

- authoritative management style
- budget
- convention business
- corporate business
- feedback
- management by objective
- marketing plan
- participative management style
- transient business

_______________ 11. a type of guest business generated by people attending conferences and large meetings

_______________ 12. a type of management that involves two-way communication between employer and employees

_______________ 13. a document which tells the owner and manager how much income can be expected in the coming fiscal year and outlines probable expenditures for the coming fiscal year with a plan for meeting expenses

_______________ 14. a type of management in which employer and employees work jointly to establish goals for the business

_______________ 15. a type of guest business generated by people traveling on business trips or companies using the hotel for business purposes

_______________ 16. a response that evaluates the performance of a service or information received

_______________ 17. a type of guest business generated by people who are traveling to visit others or be on vacation

_______________ 18. a document which tells owner and manager where business is coming from, what the economic climate is like, and what the competition will be like in the coming year

Part C: Answer the following questions in the spaces provided. Use complete sentences.

19. What are five advantages and five disadvantages of working at a hospitality business?

20. What are five responsibilities general managers or department managers have in managing a hospitality business?

CHAPTER TWO TEST
Professional Ethics for the Hospitality Industry

Part A: The following are multiple-choice items. Choose the best answer and write the letter of your response in the blank beside each item.

_____ 1. Many hospitality services industry laws and guidelines for handling people and situations are based on
- A. ethical standards.
- B. fairness.
- C. people's rights.
- D. all of the above.

_____ 2. Professional ethics are systems of moral principles and standards of conduct
- A. that govern individuals, professions, or businesses.
- B. that are voluntarily upheld by most business people.
- C. Both A and B are correct.
- D. None of the above are correct.

_____ 3. Professional ethics are important
- A. because customers and guests want to be treated professionally.
- B. because a person's conduct almost always affects other people.
- C. because customers and guests expect to receive professional service.
- D. Both A and C are correct.

_____ 4. Each employee's actions
- A. are ethical and moral.
- B. affect the business.
- C. affect the business' relationship with other individuals and businesses.
- D. Both B and C are correct.

_____ 5. The Golden Rule, the basic philosophy of ethics, states
- A. "You never get a second chance to make a first impression."
- B. "An ounce of image is worth two pounds of performance."
- C. "Do unto others as you would have them do unto you."
- D. "The customer is always right."

_____ 6. Ethical behavior in the hospitality services industry involves
- A. being trustworthy, dependable, and able to avoid illegal behavior.
- B. having a conflict of interest.
- C. being subjective and discriminate.
- D. exhibiting dependability and prejudice.

_____ 7. If a manager is involved in unethical practices, then
- A. employees also are unethical.
- B. employees may be innocently involved in unethical practices.
- C. employees may receive the impression that the unethical practices are ethically acceptable.
- D. both B and C are correct.

_____ 8. Professionalism is important in the hospitality services industry
- A. because customers and guests expect to be treated professionally and receive professional service.
- B. because companies establish ethical policies and standards.
- C. because professional ethics must be upheld by business people.
- D. Both B and C are correct.

_____ 9. Employees who conduct themselves with integrity
- A. develop good customer relations.
- B. build a good reputation that will follow them as they move on to better opportunities.
- C. will establish a reputation for dishonesty that will be detrimental for years.
- D. Both A and B are correct.

_____ 10. Characteristics of a professional include the
- A. ability to place blame on other people for mistakes the person made.
- B. ability to work independently without supervision.
- C. ability to advance at the expense of others.
- D. ability to watch the clock while working.

Part B: Use the words listed below. Match the definitions to the words by writing the correct word in the blank beside each definition given. Words are used only once.

code of ethics
ethical
ethics
Golden Rule
kickbacks
morality
professional
professional ethics
professionalism

_______________ 11. the systems of moral values, duties, or obligations that deal with what is good and bad

_______________ 12. the ideals of right and proper conduct

_______________ 13. conforming to accepted professional standards of conduct

_______________ 14. a person who conforms to the technical or ethical standards of a profession or is employed in a learned profession

_______________ 15. systems of moral principles and standards of conduct that govern individuals, professions, or businesses

_______________ 16. a system of moral principles or rules for a particular organization or profession

_______________ 17. rewards received as payment or commission resulting from an agreement or understanding

_______________ 18. The conduct, aims, or qualities that characterize or mark a profession or professional person.

Part C: Answer the following questions in the space provided. Be sure to use complete sentences.

19. Why are ethics important in the hospitality services industry?

20. Why is professionalism important in the hospitality services industry?

CHAPTER THREE TEST
Organization/Management Structures in the Hospitality Industry

Part A: The following are multiple-choice items. Choose the best answer and write the letter of your response in the blank beside each item.

_____ 1. A business form of organization with one owner who has sole responsibility for liabilities and running the business.
   A. limited partnership
   B. sole proprietorship
   C. subchapter S corporation
   D. corporation

_____ 2. One disadvantage of a limited partnership is
   A. the voting rights.
   B. joint ownership.
   C. limited liability.
   D. the lack of voice in business decisions.

_____ 3. Management operations, decisions, and functions in owner-operated businesses are performed by
   A. the support staff of employees.
   B. the board of directors.
   C. the owner.
   D. the manager.

_____ 4. A form of business organization that is easy to start by creating an agreement among people wanting to conduct business together for profit.
   A. general partnership
   B. independent
   C. sole proprietorship
   D. franchise operation

_____ 5. An advantage of the corporation form of business organization is
   A. profits are taxed personally instead of at a business rate.
   B. better status among financial institutions for fund-raising needs.
   C. clear-cut authority in the business is known.
   D. all profits go to the sole owner of the business.

_____ 6. This form of business organization permits qualifying corporations to be taxed as sole proprietorships.
   A. corporations
   B. franchise operations
   C. sole proprietorships
   D. subchapter S corporations

_____ 7. Operational/management method(s) used to conduct business include
   A. owner-managed.
   B. franchise.
   C. sole proprietorship.
   D. both A and B.

_____ 8. A business owned by an individual but managed by a hired general manager.
A. owner-operated
B. sole proprietorship
C. independent business
D. franchise

_____ 9. The right or license granted to an individual to market a company's goods and services in a particular territory.
A. franchise
B. franchisee
C. franchiser
D. franchise operation

_____ 10. Several businesses with the same ownership and operational style and with the same name or different names.
A. franchise operation
B. chain operation
C. independent operation
D. corporation

Part B: Use the words listed below. Match the definitions to the words by writing the correct word in the blank beside each definition given. Words are used only once.

board of directors
franchisee
franchiser
general partnership
limited partnership
multiple-unit organizations
private corporations
public corporations
shareholders
silent partner
sole proprietorship
subchapter S corporations

_______________ 11. form of business organization created by statute that allows a group of people to work together for a profit with the business owners possessing all the stock in the business

_______________ 12. owners of a corporation form of business

_______________ 13. a limited partner who has limited liability for business debts, claims, and losses. The partner has no voice in business decisions and no management control

_______________ 14. group of business people elected to operate and manage a corporation

_______________ 15. owner of a business who has entered into an agreement with the parent company for the right to market the franchise's goods and services

_______________ 16. a tax option form of incorporation that permits qualifying corporations to be taxed as sole proprietorships

_______________ 17. business operations that are affiliated with a franchise or chain

____________ 18. the exclusive owner of the franchise's trademark name and service; the franchise's parent company

Part C: Answer the following questions in the space provided. Use complete sentences.

19. Briefly describe the five forms of business organization.

20. Briefly describe the five types of operational/management methods for businesses.

CHAPTER FOUR TEST
Safety Practices and Emergency Procedures

Part A: The following are multiple choice items. Choose the best answer and write the letter of your response in the blank beside each item.

_____ 1. Safety responsibilities of hospitality managers and employees include all of the following except
- A. knowing documented emergency contingency plans and how to perform assigned emergency duties.
- B. reporting hazardous conditions.
- C. observing safety rules and procedures.
- D. informing injured co-workers and customers of business' liability insurance.

_____ 2. OSHA stands for
- A. Occasional Safety and Hazard Act.
- B. Occupational Safety and Hazard Act.
- C. Occupational Safety and Health Administration.
- D. Occasional Safety and Health Administration.

_____ 3. What purpose does OSHA serve?
- A. It enforces federal regulations that require employers to make the workplace hazard-free.
- B. It requires all full-time employees to participate in safety committees at their workplace.
- C. It posts notices listing customers' legal rights regarding safety.
- D. It requires businesses to pay insurance claims for injuries employees receive while on the job.

_____ 4. Workers' compensation laws require
- A. employers to make the workplace hazard-free.
- B. employers to carry insurance for paying employees' claims from work-related injuries.
- C. employers to post notices about employees' legal rights regarding safety.
- D. employers carry insurance for customers' claims from injuries received while at the business.

_____ 5. Local regulations and codes that businesses are required to comply with include all of the following except
- A. health and sanitation codes.
- B. fire codes.
- C. building codes.
- D. elevator and boiler codes.

_____ 6. The major cause of accidents in hospitality businesses is
- A. carelessness.
- B. falls.
- C. broken glass and knives.
- D. obstructions.

_____ 7. The two most common accidents that occur at hospitality businesses are
A. explosions and burns.
B. sprains and bruises.
C. falls and cuts.
D. drownings and chokings.

_____ 8. Accidents can be prevented by
A. developing habits of observing areas for potential hazards.
B. following safety procedures.
C. having customers follow safety procedures and rules.
D. all of the above.

_____ 9. Before a fire occurs, all employees are required to
A. learn CPR.
B. know how to perform assigned fire emergency duties.
C. learn how to operate a fire extinguisher.
D. notify guests of the fire.

_____ 10. Class A fires are fueled by
A. heat and oxygen.
B. gas, grease, and other flammable liquids.
C. wood, paper, and rubbish.
D. live electrical equipment.

Part B: Use the words listed below. Match the definitions to the words by writing the correct word in the blank beside each definition given. Words are used only once.

abdominal thrust
cardiopulmonary resuscitation
chaseways
chokingthird
Class A fire
Class B fire
Class C fire
first degree burn
paramedic
second degree burn
degree burn
tornado warning
tornado watch
water

__________ 11. weather conditions are favorable for tornado formation

__________ 12. a condition when something, such as food, becomes lodged in a person's throat and breathing is obstructed. The person will be unable to breathe, talk, cough, and may turn blue

__________ 13. a fire fueled by live electrical equipment

__________ 14. a tornado has been sighted, and people should take shelter

__________ 15. this item should never be used to extinguish fires fueled by flammable liquids or live electricity

__________ 16. skin is reddened and blisters form

_______________ 17. hall-like spaces that connect the backs of two rows of rooms and houses all the plumbing and electrical panels

_______________ 18. skin is partially destroyed and charring is present

_______________ 19. method of forcing air from the lungs in an attempt to dislodge an obstruction in a person's throat

_______________ 20. emergency medical rescue professional

Part C: Answer the following questions.

21. What are the steps for operating a fire extinguisher?

22. What are the steps for performing the Heimlich maneuver on a choking victim who is standing?

CHAPTER FIVE TEST
Applications of Technology in the Hospitality Industry

Part A: The following are multiple choice items. Choose the best answer and write the letter of your response in the blank beside each item.

_____ 1. Property management systems software helps
A. computerize hotels and food operations.
B. make hotels automatic.
C. hotel and food operations accumulate large amounts of information.
D. hotel management by assisting with many research, paperwork, and scheduling duties.

_____ 2. One of the main uses of property management systems software that helps employees keep up with the number of rooms for sale for a particular date is the
A. rooms for sale program.
B. room inventory management program.
C. business analysis program.
D. guest history program.

_____ 3. Many hotel managers are concerned that automation and computerization has
A. made hotels become inconsistent.
B. created newer security problems.
C. depersonalized customer service.
D. reduced their control over managing a hotel.

_____ 4. Hotels and food operations have changed from manual methods to automation and computerization because they need to
A. overcome inconsistencies and excess costs.
B. improve measures in controlling, accountability, information processing, and guest security.
C. both A and B.
D. send reports to corporate and franchise headquarters more quickly.

_____ 5. Energy management systems
A. control the use of energy.
B. are checked daily by porters.
C. automatically post guest room electrical charges to guests' bills.
D. provide hotel operators kickbacks for controlling the guests' use of electricity.

_____ 6. Automatic programmable lock systems
A. are locks that have timers that fasten them at certain programmed times in the evening and unfasten them at certain programmed times in the morning.
B. are activated by pressing a sequence of three buttons.
C. make it impossible for thieves to enter a guest room.
D. are unlocked with coded key cards.

_____ 7. Automatic cash controller machines are

A. safes that can make cash exchanges and accept cash deposits.

B. computerized cash registers.

C. another name for automatic bill changer and change maker machines.

D. another amenity for guests to use.

_____ 8. Facsimile machines

A. use codes for activating money exchanges.

B. send coded copies of original documents over telephone lines for printing at another facsimile machine.

C. are a guest amenity.

D. Both B and C are correct.

_____ 9. Automatic timers

A. are amenities found in guest rooms that are filled with food and drinks.

B. are used with exterior lighting and other items that need to be turned on and off at certain times.

C. are computerized.

D. depersonalize service.

_____ 10. Hotel premises and high security areas can now be watched with

A. precheck machines.

B. purveyors.

C. electronic video monitor systems.

D. automatic door observers.

Part B: Use the words listed below. Match the definitions to the words by writing the correct word in the blank beside each definition given. Words are used only once.

automated dispenser
automatic deep fryer
automatic timers
commercial microwave oven
computerized kitchen equipment
energy management systems
frozen drink machine
pourer
precheck machines
timer conveyor oven

_______________ 11. devices used in food operations that are used with computerized cash registers to prepare bar and kitchen tickets, subtotal the tickets, provide inventory control, assist with payroll, and act as time clocks

_______________ 12. kitchen appliances that have been programmed to automatically control temperatures, cooking times, and food waste

_______________ 13. two devices that are designed to dispense predetermined amounts of a liquid. These devices eliminate waste and reduce costs

____

_______________ 14. a device that makes special drinks by freezing the entire liquid drink mixture into a thick, soft, semi-frozen, slush liquid

_______________ 15. an appliance that helps reduce overbaking and burnt food waste

Part C: Answer the following questions.

16. Why do some managers believe automation, computerization, and other technological advances have hurt customer service? What is the solution?

17. Why do some managers choose not to use some new technological advances in their food operations? What are their decisions based on?

CHAPTER SIX TEST
Property Maintenance and Repair

Part A: The following are multiple choice questions. Choose the best answer and write the letter of your response in the blank beside each item.

_____ 1. Care of a hospitality business' property and assets is essential
A. to malfunctioning equipment and operation.
B. to guest satisfaction, business operation, and equipment investment.
C. for recruiting and hiring good engineering/maintenance employees.
D. to keeping up with trends in the hospitality industry.

_____ 2. Preventive maintenance
A. helps managers give employees something to do to keep them busy all day.
B. is more expensive than repairing a piece of equipment when it breaks down, however, the equipment usually will last longer.
C. helps prevent the business from experiencing unexpected major breakdowns.
D. receives higher priority than safety-related repairs.

_____ 3. Engineering/maintenance employees' overall duties include
A. learning of repairs to be made each day.
B. prioritizing and scheduling repairs for the day.
C. cleaning up messes made while doing repairs.
D. all of the above.

_____ 4. Repairs receiving first priority are
A. preventive maintenance repairs.
B. safety-related repairs.
C. guest room repairs.
D. repairs requested by the general manager or owner.

_____ 5. Engineering/maintenance supervisors should determine the _________ of building components and need for cleaning and repairing while doing preventive maintenance inspections of the building.
A. condition
B. age
C. repair cost
D. materials

_____ 6. When the dust buildup is cleaned from refrigeration coils
A. the coils lose their insulation effect from extreme hot and cold weather.
B. the coils work harder and more efficiently.
C. the coils recover temperature more slowly.
D. the coils use less energy than they did when they were coated with dust.

_____ 7. Clogged drains and pipes are reopened
A. with lime.
B. by backwashing.
C. with a plumber's snake.
D. by closing grease traps.

_____ 8. Guest rooms should be treated for

A. insects, algae, and dust.
B. mildew, dust, and algae.
C. mildew, dust, and insects.
D. all of the above.

_____ 9. Guest rooms should be remodeled every

A. two to three years.
B. three to four years.
C. five to seven years.
D. nine to ten years.

_____ 10. Lime deposit scale causes

A. calcium oxide.
B. extended heating cycles in water heaters.
C. water temperature to increase.
D. water accumulation in plumbing line cracks and pockets.

Part B: Use the words listed below. Match the words to the definitions by writing the correct word(s) in the blank beside each definition given. Words are used only once.

algae
bitumen
fertilizer
Freon
horticulture
lime

mildew
pH level
plumber's snake
pool brush
pool skimmers
superchlorine

_______________ 11. white or grayish coating formed by fungi

_______________ 12. nets used to remove leaves and debris from water

_______________ 13. a gas used in refrigeration and air conditioning

_______________ 14. a device that removes algae from pool walls

_______________ 15. substance used to make the soil rich in material needed for plant growth

_______________ 16. a long, flexible device that threads into drains and pipes to break up substances that are clogging the lines

_______________ 17. the measure of acidity or alkalinity

_______________ 18. an aquatic plant that is controlled by chlorine

_______________ 19. calcium oxide that accumulates in equipment that uses water

_______________ 20. A hydrocarbon mixture found in asphalt and tar which is used to pave roads and parking lots and is used in waterproofing.

Part C: Answer the following questions.

21. What are the purposes of preventive maintenance and preventive maintenance schedules?

22. What are the purposes of fertilizing and fertilization schedules?

CHAPTER SEVEN TEST
Purchasing Equipment and Supplies

Part A: The following are multiple choice items. Choose the best answer and write the letter of your response in the blank beside each item.

_____ 1. The process a business goes through when selecting and buying products for its use or for resale to customers.
A. merchandising
B. purchasing
C. marketing
D. supplying

_____ 2. Detailed description of an item used by a business.
A. definition
B. grade
C. specification
D. yield

_____ 3. Each day's best inventory level for each product.
A. par stock level
B. safety stock amount
C. inventory
D. optimal inventory level

_____ 4. The maximum amount of stock that should be available after the most recent order has been delivered.
A. par stock level
B. safety stock amount
C. inventory
D. optimal inventory level

_____ 5. Food items that spoil easily.
A. nonperishables
B. foodborne
C. perishables
D. preservatives

_____ 6. An economic factor that causes prices to vary frequently.
A. supply and demand
B. central purchasing
C. volume discounts
D. purchase order

_____ 7. The number of units an item should decrease to before it is ordered again.
A. safety stock amount
B. par stock level
C. optimal inventory level
D. reorder point

_____ 8. The more items that are bought, the less each item costs.
A. central purchasing
B. volume discounts
C. supply and demand
D. price cut

_____ 9. When merchandise is delivered to a buyer, the first thing the buyer should do is
A. sign the freight slip or invoice.
B. put good quality items on top and poorer quality items on bottom.
C. put the merchandise aside until time is available for checking it in.
D. compare the merchandise with purchase orders, invoices, packing slips, freight slips, and look for missing or damaged items.

_____ 10. Storeroom control helps
A. purveyors deliver products.
B. keep stewards from taking out too much of an ingredient for cooking at a time.
C. control food costs and waste.
D. purveyors premeasure ingredients.

Part B: Use the words listed below. Match the definitions to the words by writing the correct word in the blank beside each definition given. Words are used only once.

competitive bidding
grade
inventory
invoice
purchase order
purchasing agent
request for credit memorandum
rotating stock
steward
stock

_______________ 11. a term used for a person who buys equipment and supplies for use by his or her business

_______________ 12. another term used for a person who buys equipment and supplies for use by his or her business

_______________ 13. a phrase that names a process in which the oldest products should be used before the new products

_______________ 14. a form used to buy supplies or equipment from a supplier

_______________ 15. a billing statement

_______________ 16. acquiring bids from more than one purveyor for the purpose of comparing prices and other factors of an item to be purchased

_______________ 17. a statement used to alert purveyors and the accounting office to credit the account for the items not accepted and deduct the cost of these items from the invoice

_______________ 18. the level of quality standards for food products that may characterize a product's size, maturity, color, shape, and interior structure

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_______________ 18. the level of quality standards for food products that may characterize a product's size, maturity, color, shape, and interior structure

_______________ 19. a word for the items in stock for use by a business, the process of listing and surveying the items in stock, or the quantity of items in stock

_______________ 20. The supply of items accumulated for future use

Part C: Answer the following statement.

21. List the steps in the purchasing procedure.

CHAPTER EIGHT TEST
Security

Part A: The following are multiple-choice items. Choose the best answer and write the letter of your response in the blank beside each item.

_____ 1. An important aspect of guest room security is
A. monetary control.
B. key control.
C. guest ticket control.
D. valuables protection.

_____ 2. If someone is trying to enter a room without a key, a hotel employee should
A. help the person enter the room.
B. offer to get another key for the person.
C. report the incident to the manager or security officer.
D. report the incident to a room attendant who can open the room with a master key.

_____ 3. Suspicious behavior could include all of the following, except
A. inquiring about a certain room's status and occupants.
B. walking around the property many times.
C. peering through windows.
D. waiting in the lobby for someone.

_____ 4. Hotels in states with limitation of liability laws must
A. post notices explaining the limitations of liability.
B. provide a safe.
C. post notices alerting guests that a safe is available for their use.
D. all of the above.

_____ 5. When someone makes inquiries about a customer or employee, the front desk clerk or cashier should
A. answer the person's questions after checking the person's identification for security protection.
B. answer the questions without looking at identification.
C. not release any information, but act as a go-between for the two people for security protection.
D. direct the person to the customer or employee.

_____ 6. Security protection provided at hospitality businesses is important to all of the following, except
A. guests or customers.
B. employees.
C. money and property.
D. other areas of the community.

_____ 7. Monetary losses can occur from
A. theft.
B. inaccurate timecards.
C. hot checks and credit cards.
D. all of the above.

_____ 8. To protect businesses from monetary losses, managers should
- A. let employees take home leftover food so that it is not wasted.
- B. use a calculator to add up day's receipts.
- C. use control measures.
- D. require kickbacks from purveyors.

_____ 9. When customers pay by check, employees should ask for two forms of identification, such as
- A. credit card and automatic teller machine card.
- B. social security card and credit card.
- C. library card and insurance card.
- D. driver's license and credit card.

_____ 10. Crime creates
- A. usual behavior.
- B. invasions of security.
- C. lost and found policies.
- D. cash drops.

Part B: Use the words listed below. Match the definitions to the words by writing the correct word(s) in the blank beside each definition given. Words are used only once.

hot lists
key control
limitation of liability
safe-deposit boxes
security
subpoena
ticket walkers

_______________ 11. a hotel's knowledge of where room keys are located

_______________ 12. items in which guests' valuables are stored

_______________ 13. lists provided to businesses with information about hot check writers, stolen checks, or bad credit card numbers

_______________ 14. people who leave a hotel or restaurant without paying their bill

_______________ 15. the amount of money a guest may receive from a hotel for loss of property

Part C: Answer the following questions.

16. What are three ways hospitality businesses can protect their property in the evenings or when closed?

17. What are three ways hospitality businesses can protect themselves from monetary loss?

18. What procedures do many hotels use for handling lost and found items?

_____ 8. To protect businesses from monetary losses, managers should
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18. What procedures do many hotels use for handling lost and found items?

CHAPTER NINE TEST
Marketing, Public Relations, and Special Promotions

Part A: The following are multiple-choice items. Choose the best answer and write the letter of your response in the blank beside each item.

_____ 1. Marketing is
A. selling to customers.
B. communication designed to foster a favorable image.
C. a system of business activities designed to plan, price, promote, and distribute products and services to customers.
D. the act of creating customer interest in a product.

_____ 2. Marketing plans are based on researched analysis of
A. the product, the market, and the competitors.
B. the market only.
C. promotion, public relations, and advertising.
D. sales calls, sales blitzes, and advertising.

_____ 3. Hospitality businesses need to establish goals for their businesses through marketing plans in order to
A. attract customers.
B. stay ahead of competitors.
C. be profitable.
D. All of the above are correct.

_____ 4. A marketing plan is an all-encompassing umbrella for marketing the business and is supported by the action plan, which outlines the strategies the business will use to attain its marketing goals. The action plan consists of strategies for
A. product analysis, market analysis, and competitor analysis strategies.
B. promotion, public relations, advertising, sales calls, and sales blitzes.
C. none of the above.
D. all of the above.

_____ 5. A type of communication designed to influence opinion and promote a favorable image.
A. advertising
B. promotions
C. public relations
D. sales blitz

_____ 6. Information about a person, place, or thing that is prepared as a news item to be presented to the public by the media in order to gain attention or support.
A. publicity
B. advertising
C. public relations
D. promotion

_____ 7. The marketing plan is developed annually
- A. about mid-year.
- B. when a hotel realizes a need to promote itself to potential customers.
- C. when hospitality businesses open their doors to serve customers.
- D. about the same time as the annual budget.

_____ 8. To survive and grow, hospitality businesses must
- A. open their doors and serve food.
- B. keep their businesses' names familiar to the public.
- C. open their doors and rent rooms.
- D. parallel the status of the economy.

_____ 9. Each year when preparing the annual budget and marketing plan, owners and managers redefine their operations and review the
- A. quality of service, food, and facility.
- B. freshness of the product, facility, and atmosphere.
- C. Both A and B are correct.
- D. None of the above are correct.

_____ 10. Promotional activities are planned by hospitality businesses to
- A. create prospective customers' interest in using the business.
- B. urge the customer to spend money on services offered.
- C. encourage the customer to return again.
- D. All of the above are correct.

Part B: Use the words listed below. Match the definitions to the words by writing the correct word in the blank beside each definition given. Words are used only once.

action plan
advertising
competitors
feeder cities
market sales
marketing
marketing plans

product
promotion
publicity
public relations
blitzes
sales calls

_______________ 11. operational guides developed through research and used to help a business sell its services or products

_______________ 12. a All the goods, services, facilities, staff, and appeal a business will provide

_______________ 13. all potential sources of customers

_______________ 14. all other similar businesses that may be vying for the same prospective customers

_______________ 15. a plan for the strategy a business will use to attain its marketing goals

________________ 16. the act of purposefully causing interest to be created in a person, place, or thing to further the growth and acceptance of the item through special activities

________________ 17. the action of favorably presenting goods or services that are for sale to the public by paid announcements that are publicized or broadcast by the media

________________ 18. cities joined to a hospitality business' city by airways, railways, or highways

________________ 19. a personal visit by a hotel manager to a company's manager for the purpose of promoting the hotel and explaining the services the hotel has to offer the company's business travelers. The hotel manager attempts to arrange an agreement in which the company uses the hotel exclusively in return for special corporate rates and services

________________ 20. a manager sets up a booth in a high traffic area to greet people and promote his or her business as the people pass by

Part C: Answer the following questions.

21. How can public relations and promotions strategies help a hospitality business?

22. Why is it important for hospitality businesses to develop annual marketing plans?

CHAPTER TEN TEST
Legal Considerations of the Hospitality Industry

Part A: The following are multiple-choice items. Choose the best answer and write the letter of your response in the blank beside each item.

_____ 1. Laws affecting the hospitality services industry evolved from
A. England's Middle Ages period.
B. dangerous travel.
C. legal disputes.
D. all of the above.

_____ 2. An innkeeper
A. is a person who owns or manages an inn.
B. manages or "keeps" the inn (hotel) for the owner.
C. is entitled to refuse service to barefooted guests.
D. All of the above are correct.

_____ 3. Duties of an innkeeper or a hotelier include
A. refusing any guest who isn't wearing shoes or a shirt.
B. turning out customers at night.
C. providing shelter, protection, and food to travelers.
D. none of the above.

_____ 4. Hoteliers who refuse to receive a guest may be guilty of a misdemeanor. The exceptions to the rule include
A. lack of food and the guest's inability to pay.
B. lack of accommodations (rooms).
C. guests who display improper conduct or are unable to pay for charges that would be incurred.
D. both B and C.

_____ 5. Limitations of liability laws provide a method
A. in which guests can sue the hotel for libel.
B. in which hotel owners and managers can limit the amount of compensation for which they are liable.
C. in which guests can be evicted for staying longer than agreed during check-in.
D. in which food operations advertise in a manner that is not completely informative.

_____ 6. Food and beverage operations' duties are to
A. admit customers.
B. operate in a manner that protects customers from being harmed at the business.
C. sell products and services in an appropriate manner.
D. All of the above are correct.

_____ 7. Food and beverage operations have a legal right to
A. substitute a food item for another food item that is listed on the menu.
B. refuse admittance and service to prospective customers.
C. restrict the sale of products or services.

D. Both B and C are correct.

_____ 8. Tavernkeepers were the

A. managers of taverns and inns.

B. owners and proprietors of English inns.

C. owners and proprietors of food and beverage establishments.

D. Both B and C are correct.

_____ 9. The person who must prove negligence is usually

A. the guest.

B. the innkeeper or tavernkeeper.

C. the hotel or food and beverage operation owner.

D. none of the above.

_____ 10. Hotel and food operations are required to provide employees with a hazard-free workplace and to pay for work-related injuries. The laws or agencies that enforce these requirements are

A. United States Department of Agriculture (USDA) and Food and Drug Administration (FDA).

B. Federal Trade Commission (FTC) and Occupational Safety and Health Act of 1970.

C. Food and Drug Administration (FDA) and Workers' Compensation laws.

D. Occupational Safety and Health Administration (OSHA) and Workers' Compensation laws.

Part B: Use the vocabulary words listed below. Match the definitions to the words by writing the correct word in the blank beside each definition given. Words are used only once.

act of God
bailee
bailment
checkroom
compensation
contributory negligence
Federal Trade Commission (FTC)
Food and Drug Administration (FDA)
implied warranty
public enemy
United States Department of Agriculture (USDA)
truth-in-menu laws

_______________ 11. a federal agency whose duty is to require truthful and informative labeling, ensure proper packaging, enforce food and beverage standards, protect against misrepresentation, and regulate food safety

_______________ 12. something given to make amends for a loss or damage

_______________ 13. any negligent action a guest might have performed that would make him or her partially responsible for the illness, injury, or loss

_______________ 14. a natural or physical cause for loss without human or animal influence, such as lightning, winds, tornadoes, and floods

_______________ 15. a power who is at war with the government or a social, health, or economic condition or problem that affects the public and is difficult to control

________________ 16. the voluntary acceptance of goods from a person for the purpose of keeping the goods safe

________________ 17. a person who is entrusted with keeping safe another person's property.

________________ 18. a federal agency whose duty is to investigate unfair methods of competition in business, to expose corrupt advertising, and to prosecute those who are charged with these practices.

________________ 19. laws that specify truthful advertising of products on a menu.

________________ 20. a federal agency that establishes and enforces food product standards and inspects and grades food products.

Part C: Answer the following questions.

21. Why were tavernkeepers not required to follow the same laws as innkeepers?

22. Do hospitality services employees need to know and understand laws related to their industry? Why?

D. Both B and C are correct.

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________________ 20. a federal agency that establishes and enforces food product standards and inspects and grades food products.

Part C: Answer the following questions.

21. Why were tavernkeepers not required to follow the same laws as innkeepers?

22. Do hospitality services employees need to know and understand laws related to their industry? Why?

D. Both B and C are correct.

_____ 8. Tavernkeepers were the
A. managers of taverns and inns.
B. owners and proprietors of English inns.
C. owners and proprietors of food and beverage establishments.
D. Both B and C are correct.

_____ 9. The person who must prove negligence is usually
A. the guest.
B. the innkeeper or tavernkeeper.
C. the hotel or food and beverage operation owner.
D. none of the above.

_____ 10. Hotel and food operations are required to provide employees with a hazard-free workplace and to pay for work-related injuries. The laws or agencies that enforce these requirements are
A. United States Department of Agriculture (USDA) and Food and Drug Administration (FDA).
B. Federal Trade Commission (FTC) and Occupational Safety and Health Act of 1970.
C. Food and Drug Administration (FDA) and Workers' Compensation laws.
D. Occupational Safety and Health Administration (OSHA) and Workers' Compensation laws.

Part B: Use the vocabulary words listed below. Match the definitions to the words by writing the correct word in the blank beside each definition given. Words are used only once.

act of God
bailee
bailment
checkroom
compensation
contributory negligence
Federal Trade Commission (FTC)
Food and Drug Administration (FDA)
implied warranty
public enemy
United States Department of Agriculture (USDA)
truth-in-menu laws

_______________ 11. a federal agency whose duty is to require truthful and informative labeling, ensure proper packaging, enforce food and beverage standards, protect against misrepresentation, and regulate food safety

_______________ 12. something given to make amends for a loss or damage

_______________ 13. any negligent action a guest might have performed that would make him or her partially responsible for the illness, injury, or loss

_______________ 14. a natural or physical cause for loss without human or animal influence, such as lightning, winds, tornadoes, and floods

_______________ 15. a power who is at war with the government or a social, health, or economic condition or problem that affects the public and is difficult to control

_______________ 16. the voluntary acceptance of goods from a person for the purpose of keeping the goods safe

_______________ 17. a person who is entrusted with keeping safe another person's property.

_______________ 18. a federal agency whose duty is to investigate unfair methods of competition in business, to expose corrupt advertising, and to prosecute those who are charged with these practices.

_______________ 19. laws that specify truthful advertising of products on a menu.

_______________ 20. a federal agency that establishes and enforces food product standards and inspects and grades food products.

Part C: Answer the following questions.

21. Why were tavernkeepers not required to follow the same laws as innkeepers?

22. Do hospitality services employees need to know and understand laws related to their industry? Why?

23. Why are limitations of liability laws important to hoteliers?

24. What are the duties of innkeepers or hoteliers? of food and beverage operations owners? Why are these duties important?

CHAPTER ELEVEN TEST
Hospitality Services Guests and Customers

Part A: The following are multiple-choice items. Choose the best answer and write the letter of your response in the blank beside each item.

_____ 1. The different types of hotel guests include
   A. church crowds.
   B. quite-type regulars.
   C. rushed guests.
   D. business, corporate, and government travelers.

_____ 2. The different types of food and beverage customers include
   A. lunch crowds.
   B. conventioneers.
   C. vacationers.
   D. tour groups.

_____ 3. Tour groups are groups of __________ visiting local sites.
   A. conventioneers
   B. vacationers
   C. business guests
   D. corporate guests

_____ 4. Customers are
   A. transients.
   B. travelers seeking accommodations.
   C. people who purchase products and services.
   D. all of the above.

_____ 5. Guests are
   A. travelers seeking accommodations at a hotel.
   B. transients.
   C. people who purchase services and products of a lodging business.
   D. all of the above.

_____ 6. Hotel guests' rights include the right to
   A. expect a clean room and safe lodging.
   B. have exclusive use and possession of a room during a length of stay.
   C. both A and B.
   D. none of the above.

_____ 7. Hotel guests' responsibilities include
   A. paying for room and services.
   B. taking care of hotel property and refraining from infringing on other guests' rights.
   C. all of the above.
   D. none of the above.

_____ 8. Food operation customers' rights include the right to
- A. be served in a clean, sanitary, and safe facility.
- B. use a guest room.
- C. possess a room.
- D. none of the above.

_____ 9. Food operation customers' responsibilities include
- A. tipping the server.
- B. letting children act the way they might at home.
- C. walking the ticket.
- D. infringing on other customers' rights.

_____ 10. Certain customers may have special needs because of physical limitations. These customers include
- A. nonsmoking and smoking customers.
- B. jokers and noisy customers.
- C. elderly and handicapped customers.
- D. rushed and angry customers.

Part B: Use the words listed below. Match the definitions to the words by writing the correct word in the blank beside each definition given. Words are used only once.

budget hotels
business, corporate, or government travelers
conventioneers
customer
dinner crowd
guest
lunch crowd
quiet-type regulars
regulars
special occasion customers
tip
tour group

_______________ 11. any person who purchases products from and uses the services of a business

_______________ 12. a gift or money given for a service performed or anticipated

_______________ 13. a transient or an individual traveler seeking accommodations for safety, shelter, and sometimes food

_______________ 14. people who patronize a food operation on a regular basis and tend not to say anything about needs or problems

_______________ 15. a business, professional, or career-oriented group eating at a food operation during a break in their work

_______________ 16. individuals traveling alone or in groups for business purposes

_______________ 17. travelers attending a convention

Part C: Answer the following questions.

18. What are hotel guests' rights? Why do guests have these rights?

19. What are hotel guests' responsibilities? What are a food operation customers' responsibilities?

20. What are food operation customers' rights? Why do customers have these rights?

CHAPTER TWELVE TEST
Needs of Guests and Customers

Part A: The following are multiple choice items. Choose the best answer and write the letter of your response in the blank beside each item.

_____ 1. Who was Abraham H. Maslow?
A. a former United States President
B. a psychologist
C. a hotel owner who owned the International Maslow Inns chain of hotels
D. none of the above

_____ 2. Maslow's Hierarchy of Needs has five levels. The lowest and highest levels are
A. physiological needs and esteem needs.
B. safety needs and belonging and love needs.
C. physiological needs and self-actualization needs.
D. belonging and love needs and self-actualization needs.

_____ 3. Low-level needs must be ________ before high-level needs can be satisfied.
A. met
B. evaluated
C. followed up
D. known

_____ 4. Hotels and food operations mainly try to satisfy patrons' basic
A. self-esteem and self-actualization needs.
B. respect and safety needs.
C. food, water, and respect needs.
D. physiological and safety needs of food, water, and shelter.

_____ 5. Other needs and expectations hotel guests have include the following:
A. a clean room
B. a feeling of comfort and acceptance at the hotel
C. to be informed of what is happening in the area
D. all of the above

_____ 6. Hotels must keep up with the latest trends because
A. it is fashionable and expected.
B. many trends are so accepted that they become needs for some people.
C. trends are needs in disguise.
D. trends often are part of the reason customers use hotels.

_____ 7. Food operation customers' needs include the following:
A. hunger and thirst
B. attention
C. comfort
D. all of the above

_____ 8. Departmental employees who do not normally have contact with customers or guests are just as responsible for _______ as those who do have contact.

A. their jobs
B. other employees
C. customer service
D. products ordered

_____ 9. What may be a _________ to one person may be a luxury to another person.

A. want
B. desire
C. possession
D. need

_____ 10. Asking customers and guests about services received

A. helps ensure that needs are being cared for satisfactorily.
B. helps employers hire the right employees.
C. helps employers repeat the same mistakes.
D. is not important.

Part B: Use the words listed below. Match the definitions to the words by writing the correct word in the blank beside each definition given. Words are used only once.

Abraham H. Maslow
belonging and love needs
esteem needs
Maslow's Hierarchy of Needs
physiological needs
safety needs
self-actualization needs

_______________ 11. a psychologist who studied human behavior

_______________ 12. the need to value oneself all of the time even when other people accept or condemn

_______________ 13. the act of fulfilling one's potential

_______________ 14. the need for food, air, water, and sleep

_______________ 15. the need for love, friendship, and acceptance to a group or family

_______________ 16. the need for shelter, protection from physical harm, and a sense of security

Part C: Answer the following questions.

17. Explain Maslow's Hierarchy of Needs theory. Why is it important?

18. What factors influence guests' or customers' perceptions of needs?

19. Why do customers and guests have needs that hospitality businesses attempt to meet?

20. How can a hospitality services business satisfy guests' or customers' needs?

CHAPTER THIRTEEN TEST
Techniques for Complaint Resolution and Guest and Customer Service

Part A: The following are multiple-choice items. Choose the best answer and write the letter of your response in the blank beside each item.

_____ 1. Important aspects of customer service include
- A. providing self-service machines to check customers in and out of hotels or food operations.
- B. treating customers personably and making sure their experience is pleasant.
- C. taking care of a customer's problem in a way that is least inconvenient for the customer.
- D. both B and C.

_____ 2. To provide quality customer service, employees need to
- A. neglect other customers while handling a customer's complaint.
- B. try to handle customer complaints by themselves without the help of management.
- C. be observant and anticipate customers' needs before they complain.
- D. None of the above are correct.

_____ 3. Word-of-mouth communication is
- A. paid advertising.
- B. a negative form of publicity.
- C. a positive form of publicity.
- D. a form of advertising which involves a personal communication regarding an opinion about a product, service, or business.

_____ 4. Complaint resolution is becoming an important part of customer service and employee training programs because
- A. there is competition for customers' business.
- B. customers prefer a human, personal touch in all transactions with hospitality businesses.
- C. some customers leave without letting the business know its comments about the product or service.
- D. both A and B.

_____ 5. The first step toward resolving customer problems is
- A. to identify the problem or source of complaint.
- B. to identify the possible solutions for resolving the problem.
- C. to identify ways the business and customer can agree on the problem.
- D. to analyze the problem and possible solutions.

_____ 6. All of the following are steps in solving customer problems except
- A. identifying possible solutions.
- B. informing a customer that the business is not responsible for the problem.
- C. analyzing the possible solutions and their effects on the problem.
- D. implementing the decision.

_____ 7. Before a manager becomes involved in a customer's complaint,
A. the manager should let the employee try to resolve the problem.
B. the manager should reprimand the employee in front of the customer.
C. the manager should get the facts about the problem from the employee.
D. All of the above are correct.

_____ 8. Customer feedback can be obtained by
A. asking customers to complete comment cards.
B. asking for customers' opinions.
C. all of the above.
D. none of the above.

_____ 9. Standards are
A. methods for obtaining customer service.
B. levels of excellence.
C. measures of comparison for quality or quantity.
D. both B and C.

_____ 10. When __________ are not enforced, customers begin to complain.
A. customer service methods
B. standards
C. complaint resolution methods
D. trends

Part B: Use the words listed below. Match the definitions to the words by writing the correct word in the blank beside each definition given. Words are used only once.

baby boomer
body language
complaint resolution
guest and customer service
standards
systematic approach
trends
word-of-mouth communication

______________ 11. the act of making sure customers receive what they need in a timely manner by attending to all details that would make their experience pleasant and satisfying

______________ 12. resolving problems customers have with a business

______________ 13. a form of advertising which involves a personal communication regarding an opinion about a product, service, or business

______________ 14. measures of comparison for quality or quantity

______________ 15. a person who was born during the years following World War II when there was a great increase in birthrate

Part C: Answer the following questions.

16. How can customers' feedback help a hospitality business?

17. Why is the use of standards important in the hospitality services business?

18. What should hospitality employees do to provide quality guest and customer service?

19. Why is complaint resolution important?

20. What should hospitality employees do to resolve customers' problems?

CHAPTER FOURTEEN TEST
Front Office Procedures of Hotel Operations

Part A: The following are multiple-choice items. Choose the best answer and write the letter of your response in the blank beside each item.

_____ 1. Front desk employees are responsible for
A. guest reservations and registration.
B. scheduling meetings and activities in meeting rooms.
C. alerting the housekeeping department of vacant rooms and alerting the maintenance department of reported damages.
D. both A and C.

_____ 2. Front desk employees also are responsible for
A. bookkeeping and providing information to guests.
B. maintaining preventive maintenance schedules on all aspects of the property.
C. investigating security violations.
D. none of the above.

_____ 3. Hotels accept two types of reservations,
A. 6:00 p.m. and warranted.
B. guaranteed and not guaranteed.
C. 7:00 p.m. and guaranteed.
D. warranted and guaranteed.

_____ 4. The front office is important to hotel operations because
A. of its location.
B. it is the hotel's communication center.
C. guests walk by it often.
D. the room keys are kept there.

_____ 5. When guests complain, front desk employees should
A. follow hotel policies.
B. be diplomatic.
C. keep guest satisfaction a priority.
D. all of the above.

_____ 6. A reservation that is held until a certain time and then canceled is called a
A. guaranteed reservation.
B. warranted reservation.
C. reservation that is not guaranteed.
D. 7:00 p.m. reservation.

_____ 7. A reservation that is held until the guest arrives is called a
A. guaranteed reservation.
B. warranted reservation.
C. 6:00 p.m. reservation.
D. 7:00 p.m. reservation.

_____ 8. As part of their communication responsibilities, front desk clerks

A. communicate with other departments to obtain guest charges.
B. communicate with the sales department to plan large groups' room reservations and special rates.
C. communicate with the housekeeping department to tell them that laundry attendants are ready for more dirty linens to clean.
D. both A and B.

_____ 9. A guaranteed no-show means

A. a special planned event has been canceled.
B. a room status on the room attendant's worksheet.
C. guests with reservations did not arrive as expected.
D. a credit card's use has been rejected by a credit card approval company.

_____ 10. Front office procedures include

A. handling guests' personal requests and belongings.
B. handling guests' laundry needs.
C. preparing food for room service.
D. all of the above.

Part B: Use the words listed below. Match the definition to the words by writing the correct word in the blank beside each definition given. Words are used only once.

check-in
check-out
credit card voucher
registration card
reservation
wake-up call

_______________ 11. a receipt or statement used to report the charges guests accumulate with a credit card

_______________ 12. a service presented to guests who request it, usually occurring in the morning hours

_______________ 13. the time when a person checks in to a hotel for the purpose of occupying a room

_______________ 14. the time by which a guest must check out of a hotel by turning in the room key, paying the bill, and leaving the hotel

_______________ 15. a card guests must fill out when registering at a hotel

Part C: Answer the following questions.

16. What are the responsibilities of front office employees?

17. How should employees handle complaints?

18. Why is the hotel front office considered the center of the hotel operation?

CHAPTER FIFTEEN TEST
Departmental Functions in Hotel Operations

Part A: The following are multiple-choice items. Choose the best answer and write the letter of your response in the blank beside each item.

_____ 1. The rooms division consists of the following departments:
- A. front office, housekeeping, engineering, and room service.
- B. housekeeping, service, engineering, and room service.
- C. front office, engineering/maintenance, security, and reservations.
- D. front office, service, security, and housekeeping.

_____ 2. Successful hotel operations require _______ among all employees.
- A. teamwork
- B. good communication
- C. cooperation
- D. all of the above

_____ 3. The engineering division
- A. operates public and freight elevators in large, high-rise hotels.
- B. keeps equipment, fixtures, furnishings, and property in working order.
- C. operates and monitors surveillance cameras around the hotel.
- D. All of the above are correct.

_____ 4. The marketing division
- A. works to promote the appropriate image of the hotel to potential guests and the community.
- B. tailors the hotel to fit the marketing director's management ability.
- C. Both A and D are correct.
- D. encourages potential guests to select the hotel for their lodging and business needs.

_____ 5. The security department's duty is
- A. to make sure guests and employees are safe at the hotel.
- B. to monitor guests' behavior.
- C. to balance daily front desk transactions.
- D. none of the above.

_____ 6. The catering department
- A. schedules banquets, conventions, and other meetings in hotel meeting rooms.
- B. Both A and C are correct.
- C. plans meeting room arrangements.
- D. provides meals at events away from the hotel.

_____ 7. The food and beverage division serves food and beverages to
- A. hotel guests only.
- B. local residents only.
- C. conventioneers only.
- D. hotel guests, local residents, and in-house meeting participants.

_____ 8. The food and beverage division's departments include
- A. bars, sales and catering, marketing, and banquet operations.
- B. restaurant outlets, bar outlets, room service, and banquet operations.
- C. catering, housekeeping, and personnel.
- D. all of the above.

_____ 9. The sous-chef is
- A. the hotel's head chef in the kitchen.
- B. the kitchen's administrative manager.
- C. the assistant executive chef.
- D. both A and B.

_____ 10. The accounting division is concerned about
- A. the hotel's financial condition.
- B. the hotel's accountability to the community.
- C. the hotel's physical condition.
- D. the hotel's accountability to human resources.

Part B: Use the words listed below. Match the definitions to the words by writing the correct word in the blank beside each definition given. Words are used only once.

banquet department
beverage department
credit department
engineering or maintenance department
food and beverage division
front office department
housekeeping department
personnel division
restaurant department
revenue centers
sales and catering departments
security department
service department
support centers

_______________ 11. departments which produce income for the hotel by selling products or services to guests

_______________ 12. the department that provides prompt and efficient greeting, door-opening, parking, baggage, valet, information, and elevator services to guests

_______________ 13. departments that maintain the overall hotel operation by providing the services needed to keep the hotel functioning at full potential and attracting guests

_______________ 14. the department that patrols hotel property, monitors surveillance cameras, locks doors, issues keys, and safeguards lost and found items in hotels

_______________ 15. the department that provides drinks at banquets, dance clubs, and lounges

_______________ 16. the department that keeps all hotel equipment, furnishings, fixtures, and property attractive and in good working order through preventive maintenance schedules and repair work

________________ 17. the division that directs and coordinates the human resources needs of the hotel staff

________________ 18. the department that provides wholesome, attractive meals and quality service to customers

________________ 19. the department responsible for cleaning and maintaining guest rooms, public and office areas, and linens

Part C: Answer the following questions.

20. What are the functions and duties of the engineering division's staff members?

21. What are the duties of the marketing division's staff members?

22. What are the functions and duties of the personnel division's staff?

CHAPTER SIXTEEN TEST
Equipment and Supplies for Housekeeping and Laundry Tasks

Part A: The following are multiple-choice items. Choose the best answer and write the letter of your response in the blank beside each item.

_____ 1. An executive housekeeper's duty to monitor cleaning supplies includes
A. taking new supply samples home and trying them out.
B. investigating and reporting waste of supplies.
C. inventorying cleaning equipment.
D. reporting to the manager the cleaning supplies' efficiency in cleaning rooms.

_____ 2. Vacuum cleaners
A. use a roller brush to remove dirt and debris from carpet and place it in a pan.
B. are used to clean and dry many surfaces.
C. are used to remove dust and debris from carpets and furnishings.
D. hold dirt and debris swept in them by a brush or broom.

_____ 3. Rubber gloves protect hands from
A. exposure to warm water, detergent and chemical solutions, and other solutions that irritate skin.
B. friction, blisters, and sores.
C. none of the above.
D. both A and B.

_____ 4. Sponges or other cleaning equipment used to clean toilets should not be used to clean most other items because
A. bacteria and viruses from toilets could be transferred to other furnishings.
B. bacteria and viruses from other furnishings could be transferred to the toilet.
C. the sponges are the wrong size and color.
D. none of the above are correct.

_____ 5. Cleaning agents remove all of the following, except
A. filters.
B. dirt and dust.
C. grease.
D. stains and tarnish.

_____ 6. Cleaning carts
A. carry enough supplies to clean a day's worth of guest rooms.
B. make housekeeping employees' work easier.
C. can be picked up and carried into guest rooms to bring all cleaning supplies into the room.
D. None of the above are correct.

_____ 7. The improper use of cleaning supplies could result in
A. injuries.
B. damage.
C. both A and B.
D. efficient use of the product.

_____ 8. Employees should handle guest room supplies and amenities carefully because
- A. they are easily damaged.
- B. they are a major expense to the hotel.
- C. they should look fresh and new to guests.
- D. all of the above are correct.

_____ 9. To be effective, detergents must
- A. loosen, lift, and suspend dirt.
- B. leave a film.
- C. be used in a well-ventilated room because of poisonous fumes.
- D. coat fibers with a smoothing substance.

_____ 10. Polishes
- A. reduce absorbency.
- B. form a protective layer on metal, furniture, or floor surfaces.
- C. loosen, lift, and suspend dirt in a water-based solution.
- D. do not work if organic matter is present.

Part B: Use the words listed below. Match the definitions to the words by writing the correct word in the blank beside each definition given. Words are used only once.

acid cleaners
alkali cleaners
buffers
carpet sweeper
deodorants
detergents
disinfectants
extractors
floor seals
soaps
solvent cleaners
spring-bottom laundry cart

_______________ 11. cleaning agents used for laundry and general cleaning — To be effective, they must dissolve in water; reduce water's surface tension; loosen, lift and suspend dirt from the surface; easily rinse away; and not harm the surface.

_______________ 12. cleaning agents used for all-purpose cleaning in areas where harmful germs exist — They are used to kill, reduce the amount, or provide unsuitable conditions for viruses and bacteria..

_______________ 13. cleaning agents used to remove stains, dry-clean fabrics, and remove grease from surfaces that water-based solutions would damage

_______________ 14. cleaning agents applied to floors to give a long-term protective coating — They create a film that protects against liquids, grease, stains, bacteria, and dirt.

_______________ 15. machines that polish, buff, strip, scrub, and shampoo floors

_______________ 16. all-purpose cleaners that remove soil, grease, and acid-based stains — Depending on their strength, they can clean drains, remove stains, whiten surfaces, and disinfect.

_______________ 17. cleaning agents that remove rust stains, clean mineral deposits from bathroom fixtures, and remove tarnish from copper and brass — Depending on their strength, they could remove water stains, soil and stickiness from unvarnished wood, and cement and plaster from tile.

_______________ 18. cleaning agents that are used to hide odors

Part C: Answer the following questions.

19. What equipment do laundry attendants use?

20. What types of cleaning agents do housekeeping employees use?

CHAPTER SEVENTEEN TEST
Housekeeping and Laundry Tasks in Hotel Operations

Part A: The following are multiple-choice items. Choose the best answer and write the letter of your response in the blank beside each item.

_____ 1. Clean rooms are important to
A. preventive maintenance.
B. guest satisfaction.
C. pest control.
D. all of the above.

_____ 2. Room attendants place cleaning carts against the doorways of the rooms they are cleaning because
A. it blocks dirt from blowing into the room as it is being cleaned.
B. it prevents people from coming inside the room unnoticed.
C. their cleaning and guest room supplies are in the cart.
D. Both A and C are correct.

_____ 3. Which of the following could inhabit bathroom and vanity areas and cause illness?
A. tray and ice bucket
B. glasses and towels
C. bacteria and viruses
D. ashtrays and tissues

_____ 4. The best way to control pests is
A. maintaining high housekeeping standards daily.
B. inspecting cracks and crevices.
C. keeping things in tightly sealed containers.
D. All of the above are correct.

_____ 5. Room attendants' duties include all of the following, except
A. straightening the room while watching for guests' belongings left behind.
B. stripping and remaking beds.
C. stocking housekeeping and laundry storage rooms and linen closets.
D. restocking guest room supplies and linens in guest rooms.

_____ 6. Public area housekeepers' duties include all of the following, except
A. cleaning public restrooms and public areas.
B. inspecting buildings for cracks and structural problems.
C. dusting, sweeping, vacuuming, polishing metal, and picking up trash.
D. stocking housekeeping and laundry storage rooms and linen closets.

_____ 7. Laundry attendants' duties include
A. making beds with clean linens daily.
B. stripping bathrooms and beds of dirty linens.
C. placing stained linens inside a pillowcase.
D. washing, drying, folding, and placing clean linens in linen closet or storage areas.

_____ 8. A sleeper is
- A. a room that is not listed on the computer as being vacant and ready to be occupied, although it is.
- B. a person who leaves the hotel without paying the room bill.
- C. a person who fails to check out by the hotel's deadline.
- D. a guest who requests wake-up call service.

_____ 9. Room attendants' worksheets list the following, except
- A. the room's number.
- B. the room's condition or status.
- C. if the room is out of order.
- D. if the room has been inspected.

_____ 10. Public areas should be kept clean and neat for the following reasons, except
- A. they are the first areas of the hotel guests see.
- B. to allow them to be aired out and dust-free for a while.
- C. first impressions are formed there.
- D. they are often inhabited by guests when they are not in their rooms.

Part B: Use the words listed below. Match the definitions to the words by writing the correct word in the blank beside each definition given. Words are used only once.

damp mopping
dry mopping
mangle
night service
room status
second service
skip
sleeper
stayover
vacant and dirty

_______________ 11. housekeeping work that includes straightening the guest rooms, replenishing guest room supplies, and turning down bedding

_______________ 12. a guest who leaves without paying his or her hotel bill

_______________ 13. a room in which guests are expected to stay another day

_______________ 14. a room vacated by a guest and needing to be cleaned by a room attendant

_______________ 15. the condition of occupancy, cleanliness, order, or readiness of a guest room

Part C: Answer the following questions.

16. Why are clean guest rooms and public areas important to the hotel operation?

17. What are room attendants' duties?

18. What are laundry attendants' duties?

19. Why are guest rooms inspected?

CHAPTER EIGHTEEN TEST

Time and Energy Management Techniques for Housekeeping and Laundry Tasks

Part A: The following are multiple-choice items. Choose the best answer and write the letter of your response in the blank beside each item.

_____ 1. Time and energy management helps people
- A. complete more tasks in more time.
- B. conserve work methods.
- C. simplify energy.
- D. complete more than one task at a time.

_____ 2. Posture can affect the way a person's body
- A. uses energy.
- B. uses time.
- C. simplifies work methods.
- D. uses fatigue.

_____ 3. Simplified work methods help
- A. conserve time.
- B. conserve energy.
- C. reduce fatigue.
- D. all of the above.

_____ 4. Efficient housekeeping employees
- A. are those who have more experience performing housekeeping work.
- B. pace themselves and plan their work.
- C. use equipment.
- D. work as fast as they can in the mornings.

_____ 5. The key to employee participation in work simplification is
- A. time logs.
- B. pacing.
- C. training.
- D. close supervision and scrutiny.

_____ 6. The point at which productivity declines is the point at which
- A. pacing should begin.
- B. employees should be evaluated.
- C. fatigue begins.
- D. All of the above are correct.

_____ 7. Employees need _________ and ________ to produce energy and eliminate fatigue.
- A. energy and time
- B. well-balanced diets and rest
- C. calories and energy
- D. both A and C

_____ 8. Storing items close to places where they are ______________ saves time and energy used when searching for the items.
A. frequently used
B. not easily seen or easily obtained
C. away from traffic
D. out in front

_____ 9. Which of the following is not a work simplification technique?
A. Make one side of the bed at a time.
B. Carry several items to a place at one time instead of making several trips.
C. Clean bathroom and vanity areas after spraying air freshener in the room.
D. Check to see if beds have been used by looking at rolled bed pillows.

_____ 10. Fatigue can be prevented by
A. working faster, thus getting exercise.
B. planning when exertion should occur.
C. helping people analyze their time.
D. taking rest breaks.

Part B: Use the words listed below. Match the definitions to the words by writing the correct word in the blank beside each definition given.

energy management
fatigue
time log
time management
work simplification

______________ 11. the processes of planning, organizing, implementing, and evaluating the use of the time resources that each human being has to accomplish goals and satisfy wants, needs, and demands
____

______________ 12. weariness that is caused from labor or exertion and is accompanied by reduced work performance

______________ 13. a devise that helps inform people about how their time is spent and whether or not it was spent effectively

______________ 14. organizing and seeking the easiest, simplest, and quickest method for doing work

Part C: Answer the following questions.

15. How can fatigue affect an employee's work? How can fatigue be prevented?

16. How does time and energy management help an employee?

17. How do work simplification techniques help employees' productivity?

18. Describe an efficient housekeeping employee. Why is this employee efficient, and why is this employee an asset to the hotel?

CHAPTER NINETEEN TEST

Sanitation and Disinfection Techniques in Housekeeping and Laundry Tasks

Part A: The following are multiple-choice items. Choose the best answer and write the letter of your response in the blank beside each item.

_____ 1. Dirt, dust, and grime are breeding grounds for disease-causing organisms, known collectively as

A. spores.
B. infections.
C. pathogens.
D. bacteria.

_____ 2. Odors are clues that _______ and _______ are present.

A. soil, bacteria
B. spores, organisms
C. fungus, germicides
D. germicides, disinfectants

_____ 3. Sanitation reduces pathogens to a level

A. considered harmful but controllable with use of a disinfectant.
B. considered safe for good health.
C. where the pathogens will rapidly multiply.
D. considered acceptable for human consumption.

_____ 4. Pathogens cannot grow or exist without the following three elements:

A. dust, dirt, and grime
B. soil, bacteria, and odors
C. disinfection, sanitation, and germicides
D. moisture, heat, and food

_____ 5. If odor, soil, and bacteria are present, usually _______ also are present.

A. disinfectants
B. infections
C. germicides
D. pathogens

_____ 6. What are the main methods for managing pathogens?

A. heat and moisture
B. removal and killing
C. washing machines and cleaning cloths
D. both A and B

_____ 7. The different types of germicidal disinfectants include the following:

A. quaternary ammonium compounds
B. phenolic compounds, chloride, and pine oil
C. all of the above
D. none of the above

_____ 8. Sanitation and disinfection prevents pathogens and other germs from
A. spreading to guests and creating odors.
B. attracting rodents and insects.
C. cleaning and sterilizing.
D. both A and B.

_____ 9. Disinfectants added to the laundry's wash or rinse water.
A. help kill thirty kinds of bacteria.
B. help bacteria survive several washings.
C. help prevent liability claims.
D. help spread contamination and infection.

_____ 10. By protecting hotels against contamination, housekeeping employees
A. maintain high standards of cleanliness.
B. prevent the loss of future hotel business.
C. prevent liability claims.
D. All of the above are correct.

Part B: Use the words listed below. Match the definitions to the words by writing the correct word in the blank beside each definition given. Words are used only once.

antiseptic
chloride
disinfectants
disinfection
germicides
pathogens
phenolic compounds
sanitation
sterilization
sterilizing

_______________ 11. the process of killing all living organisms on a surface

_______________ 12. chemicals used to disinfect a surface by killing many pathogens

_______________ 13. the process of freeing something from infection or contamination by destroying disease-causing microorganisms

_______________ 14. the collective name for disease-causing microorganisms which include bacteria, viruses, fungi, and spores

_______________ 15. the process of making something clean or sterile — The promotion of hygiene and prevention of disease by maintaining clean and sterile conditions

_______________ 16. germicides used on inanimate objects

_______________ 17. germicides used on living things

Part C: Answer the following questions.

18. Why is sanitation and disinfection important to hotel operations?

19. How do sanitizing and disinfecting techniques kill pathogens?

20. What are some sanitizing and disinfecting techniques used in hotels?

CHAPTER TWENTY TEST

Entering and Exiting Cleaning Areas

Part A: The following are multiple-choice items. Choose the best answer and write the letter of your response in the blank beside each item.

_____ 1. Before entering a guest room, a room attendant should
- A. say "housekeeping" loudly.
- B. listen for a response from inside.
- C. knock on the door.
- D. All of the above are correct.

_____ 2. Important aspects of entering and exiting procedures include
- A. assurance of room cleanliness and order.
- B. employee safety and guest privacy.
- C. both A and B.
- D. checking for knocking damage on doors.

_____ 3. If a housekeeping employee receives no response from inside the room to be cleaned, he or she should
- A. go on to the next cleaning assignment.
- B. unlock and open the door and enter slowly.
- C. tell the executive housekeeper and check the room again later.
- D. None of the above are correct.

_____ 4. If a guest room is occupied when it was believed to be vacant, the room attendant should
- A. leave the room and report the information to the executive housekeeper.
- B. enter the room and ask the guest to leave while the room is being cleaned.
- C. leave the room apologizing for the intrusion and go on to the next room to be cleaned.
- D. ask the guest when housekeeping service would be desired.

_____ 5. Room attendants should block guest room doors with cleaning carts to
- A. prevent the executive housekeeper or inspector from inspecting the room.
- B. prevent unwanted intruders from entering the room.
- C. make supplies accessible.
- D. Both B and C are correct.

_____ 6. Rooms with "Do Not Disturb" signs on the door should
- A. not be cleaned prior to check-out until the "Do Not Disturb" sign is removed.
- B. be off limits to room attendants until the sign is removed.
- C. be checked by the executive housekeeper after check-out.
- D. All of the above are correct.

_____ 7. Purposes of exiting procedures include
- A. the executive housekeeper or inspector checking and approving the room.
- B. verifying all room components have been cleaned and not overlooked.
- C. preventing unwanted intruders from coming into the room unnoticed and to protect guest privacy.
- D. all of the above.

____ 8. Purposes of entering procedures include

A. the executive housekeeper or inspector checking and approving the room.
B. verifying all room components have been cleaned.
C. preventing unwanted intruders from coming into the room unnoticed and to protecting guest privacy.
D. making sure all furnishings are in their proper places.

____ 9. An "Out Of Order" sign is used by a

A. public area housekeeper cleaning a guest room.
B. public area housekeeper cleaning a chair.
C. public area housekeeper cleaning a public restroom or shower.
D. public area housekeeper cleaning a doorway.

____ 10. Exiting procedures include

A. looking around the room to see that everything is in order.
B. knocking on guest room doors or restroom doors.
C. turning on lights and appliances.
D. both B and C.

Part B: Use the words listed below. Match the definitions to the words by writing the correct word in the blank beside each definition given. Words are used only once.

Do Not Disturb sign
entering procedures
exiting procedures
Out Of Order sign

____________ 11. a warning to people that the room is being cleaned and is not available for use

____________ 12. a warning to people that the guest does not want to be bothered

Part C: Answer the following questions.

13. What are the purposes for entering procedures? Why are they important?

14. What are the purposes for exiting procedures? Why are they important?

15. List the procedures for entering a guest room or public restroom.

16. What should a room attendant do if a guest room is occupied when it was believed to be vacant?

CHAPTER TWENTY-ONE TEST
Linen Repair and Maintenance

Part A: The following are multiple-choice items. Choose the best answer and write the letter of your response in the blank beside each item.

_____ 1. The lifespan of hotel linens depends on
A. mending.
B. stain removal.
C. carelessness.
D. the care and treatment they receive.

_____ 2. Linens left damp for a long time become
A. soiled.
B. mildewed.
C. torn.
D. patched.

_____ 3. Linens are damaged from
A. daily wear and tear.
B. holes burned in linens from tobacco products.
C. protruding nails and splinters.
D. all of the above.

_____ 4. The purpose of linen repair is to
A. make tablecloths, napkins, towels, and sheets look as nice as possible for as long as possible.
B. reduce replacement costs.
C. both A and B.
D. make linens into cleaning cloths.

_____ 5. Mildew is
A. a fungus.
B. an insect that eats linens.
C. soil.
D. wet linen.

_____ 6. Laundry attendants check for _______________ as they sort laundry.
A. insects and rodents
B. patches and darned areas
C. stains, wear, and damage
D. dirt and sand

_____ 7. Linens can be mended by
A. patching.
B. darning.
C. hand or sewing machine.
D. all of the above.

_____ 8. Linens in too bad a condition for hotel use are
A. sold to employees.
B. made into cleaning cloths.
C. thrown away.
D. both A and B.

_____ 9. When making cleaning cloths, laundry attendants
A. order direct from the manufacturer.
B. use worn, dingy, or stained linens.
C. do not make cleaning cloths.
D. cut extra hand towels to size and hem the edges.

_____ 10. The selection of stain treatment solutions used on linens depends on
A. the fabric, soil, and stain.
B. how long the linens were clean before becoming stained.
C. how yellow the linens are.
D. the size of the stain.

Part B: Use the words listed below. Match the definitions to the words by writing the correct word in the blank beside each definition given. Words are used only once.

darning
mending
mildew
patching
soiling
stains

_______________ 11. a fungus growth and stain that has a bad smell and grows on fabric or surfaces that are left damp for a long time

_______________ 12. a method of repairing holes by affixing a piece of material to another piece of material to cover or reinforce a weakened or worn area

_______________ 13. soiled or discolored spots

_______________ 14. a method for repairing a hole or tear by anchoring yarns in the fabric following the grain

_______________ 15. the act of repairing or restoring something to good condition

Part C: Answer the following questions.

16. Why is linen care, maintenance, and repair important to a hotel operation?

17. When should stain removal and mending be performed?

18. How does a laundry attendant remove stains?

CHAPTER TWENTY-TWO TEST
Sources and Functions of Nutrients

Part A: The following are multiple-choice items. Choose the best answer and write the letter of your response in the blank beside each item.

_____ 1. Nutrients that the human body uses include
- A. fruits and vegetables.
- B. proteins, carbohydrates, and fats.
- C. breads and cereals.
- D. calories and hemoglobin.

_____ 2. Nutrients are supplied by
- A. food.
- B. over-the-counter supplements.
- C. additives to food.
- D. all of the above.

_____ 3. Proteins are responsible for
- A. adding bulk to the body for aiding digestion and elimination of wastes.
- B. helping the body use fats efficiently.
- C. growth, maintenance, and repair of body tissues.
- D. none of the above.

_____ 4. The energy values of food are measured in
- A. ounces.
- B. collagen.
- C. calories.
- D. energy exchanges.

_____ 5. Carbohydrates are
- A. cellulose.
- B. sugars and starches.
- C. both A and B.
- D. none of the above.

_____ 6. Fats are
- A. energy-rich, semisolid, organic compounds found in animal and plant tissues.
- B. composed of amino acids linked into chains.
- C. building blocks of protein molecules.
- D. sources of bulk, which aid in elimination of wastes and digestion.

_____ 7. Fats are responsible for
- A. providing energy.
- B. transporting and absorbing fat-soluble vitamins A, D, E, and K.
- C. cushioning vital organs in the body.
- D. all of the above.

_____ 8. Vitamins are responsible for

A. helping release energy from foods.
B. adding flavor to food.
C. maintaining body processes and development.
D. both A and C.

_____ 9. Minerals help

A. produce antibodies to fight infections.
B. give strength and rigidity to many body tissues and with many other vital functions.
C. provide energy and calories.
D. supply lubrication for joints and muscles.

_____ 10. Essential amino acids and essential fatty acids are those acids which are

A. supplied by the body.
B. supplied by food.
C. not supplied by the body.
D. both B and C.

Part B: Use the words listed below. Match the definitions to the words by writing the correct word in the blank beside each definition given. Words are used only once.

amino acids
arteriosclerosis
ascorbic acid
calories
carotene
cholesterol
galactose
lipids
magnesium
metabolic processes
metabolism
niacin
nutrients
proteins

_______________ 11. the building blocks of protein molecules

_______________ 12. units of heat which measure the amount of energy available from foods and the energy exchange taking place in the body

_______________ 13. life sustaining substances that promote the growth of and nourish the human body

_______________ 14. the scientific name for fats, fat-like substances, and oils

_______________ 15. the chemical changes in living cells by which energy is provided for vital bodily processes and functions and new material is absorbed to repair the waste

_______________ 16. vitamin C

_______________ 17. a sugar produced by the human body when lactose (milk sugar) is digested

Part C: Answer the following questions.

18. What are the functions of water in the body?

19. What are the functions of carbohydrates?

20. What is the difference between fat-soluble and water-soluble vitamins?

CHAPTER TWENTY-THREE TEST
Nutrient Retention

Part A: The following are multiple-choice items. Choose the best answer and write the letter of your response in the blank beside each item.

_____ 1. Nutrient loss can be caused by
A. high temperatures.
B. short cooking times.
C. hydrogenation.
D. both A and B.

_____ 2. To retain water-soluble nutrients
A. soak foods in water.
B. do not discard juices or solutions the food was cooked in.
C. soak foods in fat.
D. both A and B.

_____ 3. Cooking times can be reduced by
A. covering the pan to hold in heat.
B. heating the cooking surface or cooking solution before cooking food.
C. cooking only until vegetables are tender and crisp and meats are done.
D. all of the above.

_____ 4. What causes protein to coagulate or harden?
A. moist heat
B. cooking with water
C. high heat
D. short cooking periods

_____ 5. Water used to cook foods with carbohydrates, vitamins, and minerals should be
A. thrown out or poured down the drain.
B. saved for use in soups, sauces, or gravies.
C. thick.
D. sugary.

_____ 6. Every food item stored in the cooler or freezer must be
A. wrapped, labeled, and dated.
B. regulated by the department of health.
C. rotated so that items are first in, last out.
D. all of the above.

_____ 7. Stock must be rotated so that
A. newer foods are used before older foods.
B. newer foods are used first.
C. older foods are used before newer foods.
D. older foods are used last.

_____ 8. To prevent or reduce oxidation
- A. soak foods in water or cooking solution.
- B. use dark bottles or containers.
- C. cut food into small pieces so that they will cook quicker.
- D. heat cooking surface or solution before adding and cooking food.

_____ 9. Keeping food for a long time at serving temperatures can
- A. negatively affect food quality and nutrient retention.
- B. improve food quality.
- C. improve nutrient retention because the nutrients pass back into the food.
- D. keep nutrients in the food.

_____ 10. The following are good cooking methods for nutrient retention except
- A. pressure steaming.
- B. pressure cooking.
- C. boiling.
- D. stir-frying.

Part B: Use the words listed below. Match the definitions to the words by writing the correct word in the blank beside each definition given. Words are used only once.

braising
danger zone temperatures
fat-soluble
food-borne organisms
heat destruction
light destruction
microwave cooking
nutrient retention
oxidation
steaming
stir-frying
water-soluble

______________ 11. the act of keeping nutrients within the foods from which they originate

______________ 12. the reaction when a light-sensitive nutrient is exposed to too much light and the result is nutrient loss

______________ 13. the combination and reaction of a substance with oxygen

______________ 14. the reaction when a nutrient is exposed to too much heat and the nutrient loses its value

______________ 15. the temperature range at which food-borne organisms are able to grow and spread

______________ 16. viruses, parasites, bacteria, or toxins produced by bacteria that are found in foods or on equipment used to prepare foods. People who consume foods contaminated with these usually become sick

Part C: Answer the following questions.

17. What are the causes of nutrient loss?

18. How can oxidation be reduced or prevented?

19. How can water-soluble nutrients be retained?

20. How should foods be prepared for best retention of proteins?

CHAPTER TWENTY-FOUR TEST
Housekeeping Procedures and Sanitation Standards

Part A: The following are multiple-choice items. Choose the best answer and write the letter of your response in the blank beside each item.

____ 1. If food and beverages are not prepared in sanitary conditions, many people can become ill from
  A. food-borne organisms.
  B. communicable diseases.
  C. both A and B.
  D. none of the above.

____ 2. Bacteria is carried by
  A. microscopic plants.
  B. hands, coughing, sneezing, utensils, foods, and pests.
  C. salmonella, botulism, hepatitis, and trichinosis.
  D. all of the above.

____ 3. Food-borne illnesses caused by poor sanitation include
  A. salmonella.
  B. staphylococcus aureus.
  C. streptococcal infections.
  D. all of the above.

____ 4. Health department inspections include
  A. checking that the business is free of debris and unused equipment.
  B. making sure unused equipment is in the kitchen.
  C. ensuring traffic in a room is blocked.
  D. verifying that buspersons remove dishes from tables.

____ 5. Good personal hygiene is important because
  A. hands touch everything.
  B. what customers do not know will not hurt them.
  C. money, food products, and dishes are cleansed of germs.
  D. cleanliness is a regulator.

____ 6. Dried food spills
  A. are difficult to remove.
  B. contain bacteria.
  C. contaminate food preparation surfaces.
  D. all of the above.

____ 7. Food-borne organisms grow when the temperature of a food item is between
  A. 40°F and 170°F.
  B. 45°F and 140°F.
  C. 40°F and 140°F.
  D. 45°F and 170°F.

_____ 8. What temperature and time kills most food-borne organisms?
A. 45°F for one hour
B. 170°F for thirty seconds
C. 140°F for thirty seconds
D. 170°F for one hour

_____ 9. Employees must wash their hands
A. after visiting the restroom.
B. before smoking.
C. before visiting the restroom.
D. when they have time.

_____ 10. Food operation employees' hair
A. may be worn in any way.
B. should be clean and restrained in some way at all times.
C. should be worn in hairnets.
D. should be short.

Part B: Use the words listed below. Match the definitions to the words by writing the correct word in the blank beside each definition given. Words are used only once.

air drying
bacteria
bleach solutions
bus tubs
degreaser
infectious hepatitis
salmonella
staphylococcus aureus
streptococcal infection

_______________ 11. tiny, one-celled microorganisms that can only be seen with a microscope, some can spoil food and make people sick.

_______________ 12. a virus passed by infected workers handling food or by eating shellfish rom polluted water

_______________ 13. containers for carrying dirty dishes from tables to the room where they are to be washed

_______________ 14. a food-borne illness that is caused by bacteria that usually come from contaminated meat and poultry and the workers who handle these food items

Part C: Answer the following questions.

15. Why are housekeeping and sanitation standards important?

16. What are personal sanitation requirements food and beverage operations have? Why are they necessary?

17. How do food operations sanitize dishes?

18. How should pests be controlled? Why should pests be controlled?

CHAPTER TWENTY-FIVE TEST
Choice of Food Service Equipment

Part A: The following are multiple-choice items. Choose the best answer and write the letter of your response in the blank beside each item.

_____ 1. Separate work areas, utensils, and equipment
- A. for each type of food preparation is unnecessary.
- B. should be provided for each kitchen employee.
- C. should be made into one large work area when remodeling food operations.
- D. should be provided for each type of food preparation kitchen employees perform.

_____ 2. Some thermometers are used to
- A. test the accuracy of food operation equipment thermostats.
- B. stir food.
- C. brown food.
- D. all of the above.

_____ 3. Some knives used in food operations are
- A. French, utility, paring, and boning.
- B. zester, vegetable peelers, cheese slicers, and graters.
- C. China cap, pastry blender, spatula, and brazier.
- D. deck, sieve, ball cutter, and skimmer.

_____ 4. Carborundum stones
- A. are used to sharpen knife blades.
- B. are used to remove burrs from knife blades.
- C. protect counter tops and knives from damage.
- D. protect knife blades from damage.

_____ 5. In food operations, food may be served from
- A. steam tables and bain maries.
- B. hotel pans and bain-marie saucepans.
- C. buffet units.
- D. all of the above.

_____ 6. Steam tables and bain maries are
- A. food warming and serving equipment.
- B. heated with steam.
- C. heated by infrared lamps.
- D. both A and B.

_____ 7. Food operations usually keep cold, ready-to-serve food in
- A. chilled pass-throughs.
- B. walk-in coolers and freezers.
- C. salad cases, dessert cases, and cold servers.
- D. none of the above.

_____ 8. The three compartments in a sink are used for
- A. washing pots and pans.
- B. washing dishes, flatware, glasses.
- C. rinsing and sanitizing pots and pans.
- D. both A and C.

_____ 9. Good quality pots and pans
- A. are made from soluble metal.
- B. distribute heat uniformly.
- C. are made of copper, brass, cadmium, and aluminum.
- D. have hot spots.

_____ 10. Equipment used to cook food includes
- A. reconstituting, revolving, deck, and convection ovens.
- B. skillets, sauce pots, and double boilers.
- C. buffet units and bain maries.
- D. all of the above.

Part B: Use the words listed below. Match the definitions to the words by writing the correct word in the blank beside each definition given. Words are used only once.

bain-marie saucepan
balance scales
boning knife
food chopper
China cap strainer
colander
equipment
French knife
pastry wheel
portion scale
proofer
strainer
trunnion kettle
utensils
utility knife
wire whip

_____________ 11. small hand tools that are used to stir, cut, mix, serve, and hold food and beverages during food preparation

_____________ 12. large food processor

_____________ 13. large cone-shape strainer used for straining sauces

_____________ 14. knife with an eight to twelve-inch blade that is very wide at the heel and tapers to a point at the opposite end. The most used knife in commercial kitchens

_____________ 15. a piece of equipment used to help yeast dough rise

_____________ 16. steam-jacketed cooking equipment that uses steam as an indirect heat source

_____________ 17. large items that receive, store, measure, mix, cut, knead, make, bake, cook, hold, and chill food and beverages and clean the food operation

_____________ 18. measuring tool with counterweights that is used by bakers to measure baking ingredients

Part C: Answer the following questions.

19. What utensils or equipment would be the best to use for the following kitchen procedures?
    a. mixing
    b. cutting, slicing, trimming, or peeling fruits and vegetables
    c. baking and roasting
    d. cooking vegetables
    e. warming food until it is served

20. Describe convection ovens, microwave ovens, and revolving ovens.

CHAPTER TWENTY-SIX TEST
Management Principles Related to Food Production and Services

Part A: The following are multiple-choice items. Choose the best answer and write the letter of your response in the blank beside each item.

_____ 1. Seeking and organizing the easiest, simplest, and quickest method for performing tasks.
A. production control
B. prep lists
C. work simplification
D. batch cookery

_____ 2. Inventories help businesses keep track of
A. where profit was made.
B. time and effort spent on training new employees.
C. how much profit was made.
D. both A and C.

_____ 3. Work simplification objectives managers could achieve in food operations include
A. having an organized effort and movement of items in food production.
B. following routines for opening, closing, sidework, and serving duties.
C. having efficiency in the work performance.
D. both A and C.

_____ 4. The reason for controlling expenses and conducting inventories is
A. profit.
B. to find shortages.
C. to make the workplace more time and energy efficient.
D. to determine if menu items are priced right.

_____ 5. Work simplification techniques servers can implement at food operations include the following except
A. consolidating trips back and forth from the kitchen.
B. assigning employees specialized work areas.
C. checking pass-throughs when in the kitchen area.
D. helping other employees by clearing tables of dirty dishes.

_____ 6. Controllable variables that affect food costs include
A. inaccurate prices charged customers.
B. product waste and spoilage.
C. food inspections when shipments arrive.
D. all of the above.

_____ 7. A food operation's labor costs include
A. employee paid savings plans and insurance policies.
B. wages, salaries, and social security taxes.
C. unemployment and workers' compensation insurance.
D. both B and C.

_____ 8. Quality control depends on
- A. standardized recipes and menu specifications.
- B. prep lists and sales projections for each menu item.
- C. theft of supplies and money.
- D. competitive menu prices.

_____ 9. Menu revision involves
- A. determining which items sell well and which items do not.
- B. eliminating poor selling items and adding new menu items.
- C. both A and B.
- D. preparing daily prep lists, recipes, and sales projections.

_____ 10. What type of inventory system uses stock record cards to indicate to buyers or managers the amount of stock left of an item?
- A. product inventory
- B. perpetual inventory
- C. physical inventory
- D. portion inventory

Part B: Use the words listed below. Match the definitions to the words by writing the correct word in the blank beside each definition given. Words are used only once.

batch cookery
food costs
labor costs
materials costs
perpetual inventory
physical inventory
product inventory
production costs

_______________ 11. making a large amount of food at one time

_______________ 12. inventory performed once a month

_______________ 13. costs of ingredients used to produce a food item

_______________ 14. inventory that tells managers how often food supplies are used, how much to order, and the type and sizes of products in storage

_______________ 15. costs of having employees work for the food operation

Part C: Answer the following questions.

16. Why should food operations' costs be controlled?

17. What is quality control?

CHAPTER TWENTY-SEVEN TEST
Quantity Food Production Techniques

Part A: The following are multiple-choice items. Choose the best answer and write the letter of your response in the blank beside each item.

_____ 1. Recipes are enlarged through the use of a
- A. menu planner and menu specification.
- B. menu specification and menu formula.
- C. standardization formula.
- D. conversion formula and conversion factor.

_____ 2. Menus are merchandising tools designed to
- A. present entrees in an attractive manner that stimulates customers' appetites.
- B. make efficient use of employees and equipment.
- C. use all edible trimmings and leftovers.
- D. control portion sizes and food costs.

_____ 3. Menu specifications describe the characteristics of ______ used for food production.
- A. ingredients
- B. condiments
- C. food products
- D. all of the above

_____ 4. Dry-heat cooking methods used in food operations include all of the following except
- A. broiling.
- B. baking.
- C. pressure cooking.
- D. roasting.

_____ 5. Broths and stocks are cooked using
- A. dry heat.
- B. moist heat.
- C. radiation.
- D. dry heat with fat.

_____ 6. Tenderization
- A. softens connective tissues.
- B. causes proteins to coagulate.
- C. preserves tenderness in tender cuts of meat during cooking.
- D. all of the above.

_____ 7. Effective portion control is required to
- A. keep food costs in line.
- B. give all customers consistent sized servings.
- C. Both A and B are correct.
- D. None of the above are correct.

____ 8. Cooks ice down leftover hot foods so

A. food will be exposed to danger zone temperatures for less time.
B. the leftovers can be handled for wrapping without burning employees' hands.
C. food-borne organisms will grow faster.
D. diners will not injure their mouths with food that is served too hot.

____ 9. Convenience foods

A. save food costs.
B. save in costs per portion.
C. save food production time, energy, and labor.
D. are less expensive than foods that are made from scratch.

____ 10. Standardized recipes help control food costs by specifically stating

A. the exact skill level required.
B. the exact yield and portion sizes.
C. preparation methods used in cooking.
D. the production sequence.

Part B: Use the words listed below. Match the definitions to the words by writing the correct word in the blank beside each definition given. Words are used only once.

caramelization
convenience food
conversion factor
conversion formula
food portioning
menu planning
menu specifications

portion control
profit
standardized recipe
standard portions
stock
tenderization
yield

__________ 11. formula that determines the number that is multiplied with each ingredient's measurement in the original recipe to create an enlarged recipe

__________ 12. amount of finished product produced by a recipe

__________ 13. process of selecting food and beverage items for a menu that are acceptable by management and customers while keeping aspects of the food operation in mind

__________ 14. statements that describe the characteristics of a food product, ingredient, or condiment used for food production

__________ 15. a formula developed by a particular food operation for use with its equipment, by its cooks, and to be served to its customers

__________ 16. partially prepared food product or ingredient that saves food production time

__________ 17. dividing food into equal servings

____________ 18. measuring, regulating, and performing other techniques used to ensure standard-sized servings

Part C: Answer the following questions.

19. How are menus used in food operations?

20. What are the purposes of menu specifications?

CHAPTER TWENTY-EIGHT TEST

Food Presentation Techniques

Part A: The following are multiple-choice items. Choose the best answer and write the letter of your response in the blank beside each item.

_____ 1. Food presentation involves
- A. making food look appetizing on the plate or in the serving dish.
- B. removing moisture and grease.
- C. cluttering plates with garnishes.
- D. selecting foods for their dryness.

_____ 2. The emphasis of fast-food and takeout packaging is placed on
- A. packaging food items in a manner that creates a picture.
- B. dryness.
- C. securing moisture.
- D. retaining heat.

_____ 3. To create an appealing picture when plating food, place food items
- A. where they are appealing to the customer's eyes.
- B. where their colors will enhance other items on the plate.
- C. around two sides of the main entree.
- D. All of the above are correct.

_____ 4. Chefs or cooks begin food presentation by selecting
- A. food garnishes.
- B. food with contrasting colors.
- C. china plates on which the food will be served.
- D. food with moisture and grease.

_____ 5. A garnish should be
- A. used in even numbers and scattered around the plate.
- B. placed in one spot on the plate so as not to clutter.
- C. edible, colorful, and of a flavor that complements the food.
- D. of a color that does not contrast with the plated meal's colors.

_____ 6. ____________ items often do not have vibrant colors; therefore, contrast and interest should be added to the meal by other foods.
- A. Vegetable
- B. Meat
- C. Main entree
- D. Both B and C

_____ 7. Chefs are not using plate garnishes as much today as they did in the past because they believe
- A. garnishes only clutter the plates.
- B. food cannot speak for itself.
- C. heavy sauces are used regularly instead.
- D. garnishes do not give enough color and interest.

_____ 8. Food items should
- A. not touch each other.
- B. not touch the rim of the plate.
- C. not have juices running or blending together.
- D. All of the above are correct.

_____ 9. Takeout menu items are selected by a food operation for their
- A. attractiveness inside takeout containers.
- B. juiciness and moisture.
- C. dryness.
- D. aesthetic appearance.

_____ 10. Food items on a plate should divide the plate into ________ parts with each food item separated from the other food items.
- A. five
- B. three
- C. four
- D. two

Part B: Use the words listed below. Match the definitions to the words by writing the correct word in the blank beside each definition given. Words are used only once.

arrangement
balance
food presentation
garnish
proportion

______________ 11. to adorn or decorate food with some kind of embellishment

______________ 12. placing food on the plate so that colors, shapes, and textures will contrast; all food items will be conveniently accessible to the customer; and the plate will have a simple, neat appearance

______________ 13. the act of making the meal attractive and exciting to the customer's eyes

______________ 14. the harmonious, balanced relationship between the food items on a plate, their portion sizes, the plate size, and the whole visual effect created

______________ 15. providing variety and contrast to create a neat result without looking awkward

Part C: Answer the following questions.

16. Why is attractive food presentation important?

17. What principles are important to remember when garnishing plated food?

18. What principles are important to remember when plating food?

CHAPTER TWENTY-NINE TEST
Food Server Techniques

Part A: The following are multiple-choice items. Choose the best answer and write the letter of your response in the blank beside each item.

____ 1. Customers evaluate food operations by
   A. the attractive people that can be seen dining at the food operation.
   B. the manner in which they are greeted, seated, informed of menu offerings, assisted in ordering, served, and given follow-up service.
   C. the number of courses in which the meal is served.
   D. the way the food operation merchandises its menu.

____ 2. Menus should be presented to customers by any of the following methods except
   A. placing menus at the place setting before each customer.
   B. placing menus in a stack together in the middle of the table.
   C. placing closed menus into each customer's hand.
   D. placing opened menus into each customer's hand.

____ 3. When presenting menus, servers should do all of the following except
   A. bend at the waist.
   B. keep a straight back.
   C. present a slouched appearance.
   D. place a hand behind the back.

____ 4. Teamwork among all employees is important to
   A. food quality.
   B. menu merchandising.
   C. marketing.
   D. customer service.

____ 5. Servers should follow the serving rule
   A. Lower from the left, and raise from the right.
   B. Lower from the right, and raise from the left.
   C. Lower from the left, and raise from the left.
   D. Lower from the right, and raise from the right.

____ 6. Beverages should be served from
   A. the left.
   B. the right.
   C. the right, left, or over the customer's shoulder.
   D. over the customer's shoulder.

____ 7. Information written on a customer's ticket includes
   A. the table number and server name or number.
   B. abbreviations of items ordered and their prices.
   C. both A and B.
   D. abbreviations of items ordered only.

_____ 8. Using a reference point at each table, servers often list customer orders in a particular order on the ticket
- A. so the server will know which direction he or she is standing (north, south, east, or west).
- B. so the cook will remember which food item was ordered first.
- C. so the precheck machine will calculate the prices accurately.
- D. to help keep an account of which customers ordered the food items so that service can be more efficient.

_____ 9. In addition to waiting tables, servers' duties usually include the following except
- A. cleaning tables, floors, counters, and appliances.
- B. giving information or instructions to customers.
- C. cooking the orders.
- D. replacing items needed during the shift or for the next shift.

_____ 10. The main concern of planning banquet service is
- A. having enough servers to serve customers well.
- B. setting up the banquet room where attractive people can be seen and older people do not have as far to walk.
- C. knowing which side to serve food and beverages because of the size of the crowd.
- D. having time to perform sidework duties.

Part B: Use the words listed below. Match the definitions to the words by writing the correct word in the blank beside each definition given. Words are used only once.

course
house specials
merchandising the menu
selling the menu
sidework
station

_______________ 11. a verbal message used to call a customer's attention to some aspect about the menu, such as a special

_______________ 12. the continuous cleaning, restocking, refilling, and replacement of items needed during the course of a shift or for the next shift

_______________ 13. specialty items food operations prepare. Managers encourage servers to suggest these items to customers

_______________ 14. a part of a meal served as one unit at a time

_______________ 15. advertising the menu or items in it separate from the basic menu using various visual methods

Part C: Answer the following questions.

16. Why is it important for food operation employees to understand their customers?

17. Why should employees cooperate with co-workers?

Chapter Test Answers

CHAPTER 1

Part A

1. A
2. D
3. D
4. C
5. D
6. C
7. B
8. C
9. A
10. D

Part B

11. convention business
12. participative management style
13. budget
14. management by objective
15. corporate business
16. feedback
17. transient business
18. marketing plan

Part C

19. Advantages include the following:
    - There is a variety of part-time and full-time jobs available with varying educational requirements.
    - Employees can earn competitive salaries, wages, and benefits.
    - Many jobs are available because of the demand for hospitality services workers.
    - Employees enjoy a pleasant work environment.
    - There are many opportunities for advancement and management training.
    - The work is often rewarding.
    - Some employees receive fringe benefits.

    Disadvantages include the following:
    - Managers must work long hours.
    - Employees must work nights, weekends, and holidays.
    - Managers may be continuously on call.
    - The work is physically demanding.
    - Time pressures in some positions may be stressful.
    - The potential for personal liability is increased (especially for those who work in bars).

20. Responsibilities of general managers or department managers include the following:
    - customer service and satisfaction
    - budgeting
    - recordkeeping
    - personnel management
    - sanitation, safety, and security
    - inventory, purchasing, and receiving
    - business' appearance
    - public relations promotion
    - delegating authority
    - training personnel
    - achieving departmental goals
    - maintaining standards of performance
    - operating the department within the budget
    - controlling duties

CHAPTER 2

Part A

1. D
2. C
3. B
4. D
5. C
6. A
7. D
8. A
9. D
10. B

Part B

11. ethics
12. morality
13. ethical
14. professional
15. professional ethics
16. code of ethics
17. kickbacks
18. professionalism

Part C

19. Ethics are important in the hospitality services industry because a hospitality services employee's conduct always affects other individuals, the business, and other businesses. Ethical standards and laws were developed because of problems between people, organizations, and the temptations associated with business. Enforcing ethically based standards protect people and organizations from having larger problems. If each person kept the common good as a major consideration in all decision making, then ideally, no person would intentially violate other people's rights.

20. Professionalism is important in the hospitality services industry because hospitality services businesses serve middle-aged professionals and other people who expect to receive professional service. Part of professionalism's importance involves making good first impressions, providing excellent service, and presenting good images to customers so they will want to return again with repeat business. Professionalism also involves tact, patience, diplomacy, positive attitudes, quick customer acknowledgement, and attentiveness to customers' needs. All of these abilities are important because they help present the professional image and professional service the customer expects.

CHAPTER 3

Part A

1. B
2. D
3. C
4. A
5. B
6. D
7. D
8. C
9. A
10. B

Part B

11. private corporations
12. shareholders
13. silent partner
14. board of directors
15. franchisee
16. subchapter S corporation
17. multiple-unit organizations
18. franchiser

Part C

19. The five forms of business organization are sole proprietorships, general partnerships, limited partnerships, corporations, and subchapter S corporations. Sole proprietorships are businesses controlled by the owner with all profits going to the owner and taxed on the owner's personal income tax return. Sole proprietorships are easy to start, require no fees to create, have little regulations imposed on them, and require unlimited management authority. The owner is responsible for the business' success and liabilities.

    General partnerships involve joint ownership of a business by people wanting to conduct business together. Because more than one owner is involved in the business, the business has access to more funds and business skills. Profits are divided among the partners, and the partners are taxed for their share of the profits on their personal income tax returns. Limited partnerships are a form of business organization in which the business is operated by general partners but also includes limited partners. The limited partner invests in the business but has no liability responsibilities beyond the amount of money he or she has invested in the business. In exchange for limited liability and investment opportunities, the limited partner does not have a voice in business decisions and lacks management control of the business.

    A corporation is a form of business organization created by statute that allows a group of people to work together for a profit. The number of people required to form a corporation is established by state laws. Public corporations and private corporations differ in that the public can buy shares of ownership (stock) of public corporations. Private corporations do not sell shares of ownership to the public. A corporation's profits are taxed on a corporate tax rate and again at personal income tax rates after the profits have been divided among the shareholders. Corporate shareholders elect a board of directors to operate the business. Subchapter S corporations are a tax option form of incorporation that permits qualifying corporations to be taxed as sole proprietorships, which means profits are only taxed on owners' personal income tax returns and not at a corporate rate as well.

20. The five types of operational/management methods for businesses are owner-operated, owner-managed, independent, franchise, and chain-operated. Owner-operated businesses have services provided by the owner, and all management operations, decisions, and functions of the business are performed by the owner. Owner-managed businesses are operated or managed by the owner like the owner-operated method; however, the owner also hires a supporting staff of employees to help him or her run the business. Independent businesses are those owned by an individual who hires a general manager to manage the business and hire and supervise employees. These employees may include assistant managers or departmental managers if the business is large enough to support them.

    Franchise businesses are those businesses in which the owner has entered into a franchise agreement (contract) with a franchise parent company that provides the business owner and the business with the franchise's name recognition, assistance in planning and opening the business, reservation and promotion services, and operational aids. In return, the franchise parent company (franchiser) charges the owner an initial franchise fee and a percentage of the sales

Continued on next page

Part C–*Continued*

revenue, as well as other necessary costs for advertising and supplies. Chain operations are several businesses with the same ownership that are managed by the chain or a professional management company.

CHAPTER 4

Part A

1. D
2. C
3. A
4. B
5. D
6. A
7. C
8. D
9. B
10. C

Part B

11. tornado watch
12. choking
13. Class C fire
14. tornado warning
15. water
16. second degree burn
17. chaseways
18. third degree burn
19. abdominal thrust
20. paramedic

Part C

21. Pull out the pin. Aim the hose or extinguisher's nozzle at the base of the fire. Squeeze handle on extinguisher. Spray the fire in a sweeping motion through the blaze.

22. The rescuer should stand behind the victim and wrap his or her arms around the victim's waist. The rescuer should place his or her fist against the victim's abdomen and perform a rapid upward thrust. The thrusts should be repeated four times if necessary.

CHAPTER 5

Part A

1. D
2. B
3. C
4. C
5. A
6. D
7. A
8. D
9. B
10. C

Part B

11. precheck machines
12. computerized kitchen equipment
13. automated dispenser, pourer
14. frozen drink machine
15. timer conveyor oven

Part C

16. Managers believe computerization and automation has depersonalized customer service. Employees concentrate on the computers while registering guests rather than keeping eye contact with and smiling at guests during registration and check-in.

Some hotels use computerized self-service check-in terminals located away from the front desk. When a guest checks in or out, he or she uses this terminal and does not come in contact with an employee. Personal service and catering to guests' needs with a human touch has traditionally been important in the hospitality services industry.

Computerization and automation is beneficial to the hospitality industry in many ways. However, quality personal service also is important. The solution to the problem is to find a compromise that would allow use of the new technology for all the benefits while still providing personal service to guests.

17. Although these items may reduce cooking times, lower food costs, and improve food quality, the decision to use the new advances is based on four factors. The four factors include the following:
    - the food the business prepares
    - the method of cooking that gives the food the desired flavor
    - the desired taste or flavor the business wants the food to achieve
    - the image the business wants to portray

    The new technological advances may or may not be capable of providing the desired quality and results the business needs.

CHAPTER 6

Part A

1. B
2. C
3. D
4. B
5. A
6. D
7. C
8. C
9. C
10. B

Part B

11. mildew
12. pool skimmers
13. Freon
14. pool brush
15. fertilizer
16. plumber's snake
17. pH level
18. algae
19. lime
20. bitumen

Part C

21. Purposes of preventive maintenance and preventive maintenance schedules include the following:
    - to plan in advance to check and maintain equipment on a periodic basis
    - to help prevent the business from experiencing major breakdowns at unexpected times
    - to help prevent the business from having to react to major problems that could affect guest or customer comfort and satisfaction
    - to notice signs of equipment or parts breaking down in order to correct these problems on a timely basis rather than on an emergency basis

22. The purposes of fertilizing and fertilization schedules include the following:
    - to plan annual dates for fertilizing lawns, trees, shrubs, and other plants on the property
    - to make the soil rich in material needed to sustain plant growth
    - to help trees, shrubs, lawns, and other plants grow and remain healthy
    - to beautify the business' property

CHAPTER 7

Part A

1.	B	6.	A
2.	C	7.	D
3.	D	8.	B
4.	A	9.	D
5.	C	10.	C

Part B

11.	steward or purchasing agent	16.	competitive bidding
12.	steward or purchasing agent	17.	request for credit memorandum
13.	rotating stock	18.	grade
14.	purchase order	19.	inventory
15.	invoice	20.	stock

Part C

21. Steps in the purchasing procedure include the following:
    - product selection
    - determination of inventory levels
    - competitive bidding
    - working with purveyors
    - receiving, inspection, and storage procedures
    - storeroom control procedures

CHAPTER 8

Part A

1.	B	6.	D
2.	C	7.	D
3.	D	8.	C
4.	D	9.	D
5.	C	10.	B

Part B

11.	key control
12.	safe-deposit boxes
13.	hot lists
14.	ticket walkers
15.	limitation of liability

Part C

16. Ways of protecting property in the evening or after closing include the following:
    - not leaving money on the premises
    - leaving cash register drawers open and empty
    - engraving identifying names and numbers on furnishings and equipment
    - using burglar alarm systems and deadbolt locks
    - leaving on some interior and exterior lights
    - patrolling security premises at irregular intervals
    - adequately lighting exterior areas and parking lots
    - monitoring areas with electronic surveilance systems

17. Ways hospitality businesses can protect themselves from monetary loss include the following:
    - using good control measures for all operations
    - observing employees and guests
    - using precheck machines in food operations
    - performing frequent inventories of supplies
    - not allowing employees to take home leftovers
    - not allowing employees to use business keys
    - not allowing employees access to other employees' timecards or paychecks
    - not allowing employees to correct guest tickets
    - not allowing employees to bring their own liquor to sell
    - checking two forms of identification when accepting checks
    - comparing personal checks or credit card numbers to hot lists
    - observing surroundings and safety procedures when making bank deposits

18. Procedures employees should use to handle lost and found items include the following:
    - Place the item in a bag and label it with the room number, the employee's name, the date, and the time the item was found.
    - Give the item to the executive housekeeper or security officer.
    - Record the item on a daily log.
    - If a guest calls to report a lost item, the executive housekeeper or security officer should ask for a description of the item, check-in and check-out dates, and the address and telephone number of the person calling.
    - If the item is found, the guest should be notified.
    - If an item is not claimed within a certain amount of time, it may be awarded to the employee that found it.

CHAPTER 9

Part A

1. C
2. A
3. D
4. B
5. C
6. A
7. D
8. B
9. C
10. D

Part B

11. marketing plans
12. product
13. market
14. competitors
15. action plan
16. promotion
17. advertising
18. feeder cities
19. sales call
20. sales blitz

Part C

21. Public relations and promotions strategies help a hospitality business by doing the following:
    - promoting goodwill, prestige, and a favorable image
    - keeping the business' name familiar to the public so that the public will remember it when the business' services are needed
    - informing the public that the hospitality business is interested in the welfare of the community
    - creating inexpensive referrals for the business
    - being on the forefront of breaking news, which keeps the business' name familiar to the public
    - creating interest in the business and furthering its growth and acceptance
    - saving customers money while promoting itself

22. Hospitality businesses should develop annual marketing plans because they need
    - goals to strive for in order to grow, survive, and succeed in a competitive market
    - to attract customers, stay ahead of competitors, and be profitable
    - to keep their businesses' names familiar to the public
    - an image that interests and is favorable to customers
    - a thorough understanding of their product, competitors, and markets
    - to fill as many rooms or tables as possible each night with satisfied customers to increase profits and reduce losses

CHAPTER 10

Part A

1. D
2. A
3. C
4. D
5. B
6. D
7. D
8. C
9. A
10. D

Part B

11. Food and Drug Administration (FDA)
12. compensation
13. contributory negligence
14. act of God
15. public enemy
16. bailment
17. bailee
18. Federal Trade Commission (FTC)
19. truth-in-menu laws
20. United States Department of Agriculture (USDA)

Part C

21. Tavernkeepers were not required to follow the same laws as innkeepers because tavernkeepers were not considered to be engaged in public employment as innkeepers were. Tavern customers did not require shelter and protection from the hazards of the night. Taverns closed their doors at night leaving their customers to find protection in their homes. Since taverns were not protectors of customers, they were not obligated to admit everyone as inns were.

22. Yes, hospitality employees need to know and understand laws related to their industry because the knowledge about the basic laws and legal principles of the hospitality services industry will help employees understand why policies are in place at hotel and food and beverage operations where they work. Most policies were established to help the businesses conform to legal oligations while serving customers and protecting the businesses' interests.

23. Limitations of liability laws are important to innkeepers because they limit the amount of compensation or money a guest may receive from a hotel for loss of property. Otherwise, hoteliers would be responsible for the entire amount of losses or damages that occur in the hotel. This could become quite expensive.

24. Duties of innkeepers (hoteliers) include the following:
    - to provide shelter, protection, and food to travelers
    - to admit the public, with few exceptions, without discrimination in treatment
    - to receive people incapable of making binding contracts
    - to receive guests twenty-four hours a day, seven days a week
    - to charge reasonable rates for services
    - to receive strangers who are guests of guests
    - to provide satisfactory facilities
    - to protect guests and their property from harm

    Duties of food and beverage operation owners include the following:
    - to admit customers
    - to operate the business in a manner that will protect customers from being harmed at the establishment
    - to sell products in an appropriate manner

    The duties of innkeepers (hoteliers) and food and beverage operation owners are important for the following reasons:
    - to protect the business from negligence and liability
    - to protect the hotel business from committing a misdemeanor for not admitting guests
    - to make a profit from operating the business, but not by overcharging for services rendered
    - to protect guests or customers from unscrupulous practices, harm, illness, or injury

CHAPTER 11

Part A

1. D
2. A
3. B
4. C
5. D
6. C
7. C
8. A
9. A
10. C

Part B

11. customer
12. tip
13. guest
14. quiet-type regulars
15. lunch crowd
16. business, corporate, or government travelers
17. conventioneers

Part C

18. A hotel guest's rights include the following:
    - to expect a clean room
    - to expect safe lodging
    - to have a comfortable bed
    - to have exclusive use and possession of a guest room
    - to have privacy in the guest room
    - to have service at a fair price with reasonable efficiency
    - to be treated with respect
    - to have all rights guests would have at other places

    Reasons why guests have these rights include the following:
    - they are paying for the use and occupation of the room
    - they are paying for safety and protection
    - hotels provide a public service
    - laws guarantee guests certain rights and protections

19. A hotel guest's responsibilities include the following:
    - to pay for the services and room used
    - to not harm the hotel or other guests' property
    - to not infringe on other guests' rights

    A food operation customer's responsibilities include the following:
    - to control children in order to protect them from harm and from infringing on other customers' dining privacy
    - to pay for food and beverages ordered
    - to tip the server
    - to listen to the server repeat the order to make sure it is correct

20. A food operation customer's rights include the following:
    - to receive good service, food, and beverages at a reasonable price
    - to be served in a clean, sanitary, and safe facility

    Reasons why customers have these rights include the following:
    - Customers are paying for the products and services they are consuming and receiving.

- Local regulatory codes and agencies require that food operations are safe, sanitary, and clean so that customers will not be harmed or exposed to diseases.

CHAPTER 12

Part A

1. B
2. C
3. A
4. D
5. D
6. B
7. D
8. C
9. D
10. A

Part B

11. Abraham H. Maslow
12. esteem needs
13. self-actualization needs
14. physiological needs
15. belonging and love needs
16. safety needs

Part C

17. Maslow's hierarchy of needs theory explains people's basic needs, general methods used to satisfy their needs, requirements for satisfying needs, and consequences if the needs are not satisfied. The theory outlines five levels of basic needs including the following:
    - physiological needs
    - safety needs
    - belonging and love needs
    - esteem needs
    - self-actualization needs

    Low-level needs must be met before a higher-level need can be met. Lower-level needs are first priority to fulfill before any other need or desire can be met.

    Understanding this theory is important because it helps employers and employees understand needs of customers and guests of hospitality services. When guests are traveling, they easily recognize the need and priority to seek and fulfill their basic low-level needs for food, water, and shelter. When customers are hungry, they seek to fulfill their need for food and water. If they are unable to fulfill these needs immediately, the needs continue to occupy their concentration and become even more high priority.

18. Lifestyle factors that influence the perception of needs include the following:
    - where a person is from
    - a person's economic level and standard of living
    - a person's expectations of the hotel, food operation, and other people
    - a person's personality
    - a person's need to satisfy his or her well-being

    Another factor that explains reasons for guests' and customers' needs is their presence in the hotel or food operation and their commitment to someone or something.

19. Hospitality businesses attempt to fulfill the needs of customers and guests because the businesses' purpose is to give service. Customers and guests pay these businesses to fulfill their immediate basic needs so that they can enjoy other experiences.

20. A hospitality services business can satisfy needs of guests or customers by doing the following:
    - anticipating a customer's needs
    - performing the needed service quickly and efficiently
    - hiring good employees
    - training each employee
    - making guests feel comfortable
    - maintaining high standards of performance and operation

CHAPTER 13

Part A

1. D
2. C
3. D
4. D
5. A
6. B
7. C
8. C
9. D
10. B

Part B

11. guest and customer service
12. complaint resolution
13. word-of-mouth communication
14. standards
15. baby boomer

Part C

16. Feedback from customers helps a business learn good and bad opinions about products and services. By obtaining this information, managers and owners can make decisions about the improvement of products, facilities, and services. Hospitality businesses are constantly looking for ways to improve their operation, products, and customer service.

17. Standards help ensure quality is maintained in business operation, products, and services. Standards are levels of excellence and measures of comparison for quality or quantity. High standards help a business and its employees know and maintain the quality that is expected of the business and their work. When high standards are achieved regularly, they should be raised again in order to improve quality or production quantities. Customers and guests prefer to purchase products and services of quality.

18. To provide quality guest and customer service, employees should
    - strive to please customers
    - observe and anticipate customer needs
    - be personable, polite, caring, cordial, and helpful to customers
    - understand the job

- remember customer requests and satisfy them quickly
- know indgredients and cooking specifications for each menu item or know each service offered at the business
- be quick, neat, and efficient in all duties
- remember that behavior has a direct effect on income each day

19. Complaint resolution is important to a business because if problems are managed well, customers will believe that the business cares about customers' needs and opinions. Customers also will express their opinions about the service they received through word-of-mouth communication, which can be positive or negative.

20. Steps for resolving customer problems include the following:
    - Identify the problem.
    - Identify the customer's idea of what should be done to correct the problem.
    - Analyze the problem and think of possible solutions the business can implement.
    - Discuss solutions with the customer.
    - Make an agreement about how the problem will be resolved.
    - Implement the decision.
    - Determine if the action taken satisfied the customer and solved the problem.
    - If the customer is satisfied with the results, thank the customer for bringing the problem to the business' attention, and ask the customer to give the business another chance.
    - If the customer is not satisfied, discuss the situation again with the customer to find another way to solve the problem and satisfy the customer.
    - Implement the action.
    - Determine if the action solved the problem and satisfied the customer.
    - Repeat steps as necessary.
    - Send a follow-up letter apologizing for the problem and asking the customer to try the business again.

CHAPTER 14

Part A

1. D
2. A
3. B
4. B
5. D
6. C
7. A
8. D
9. C
10. A

Part B

11. credit card voucher
12. wake-up call
13. check-in
14. check-out
15. registration card

Part C

16. The responsibilities of front office employees include the following:
    - processing guest reservations
    - registering, checking in, and checking out guests
    - collecting payments
    - performing bookkeeping for each shift
    - auditing daily transactions
    - providing wake-up calls for guests
    - providing tourist and hotel information
    - handling guests' luggage, personal belongings, messages, mail, and personal requests
    - alerting housekeeping of vacant, dirty rooms
    - alerting maintenance of repair problems
    - alerting security of security problems
    - obtaining guest charges from other departments
    - working with the sales and catering departments about group reservations and special events
    - giving departments projected sales figures
    - informing management of problems

17. Employees should handle complaints diplomatically, always keeping guest satisfaction a priority. Guests should be moved to a private area to discuss a complaint. Employees should write down details about the complaint then restate it to be sure it is understood. Employees may resolve small problems, but more serious problems should be resolved by management. Employees should inform a manager about the problem before introducing him or her to the guest. Guests should always be thanked for expressing complaints. Follow-up letters or telephone calls should be made to ensure that the problem has been satisfactorily resolved.

18. The hotel front office is the center of the hotel operation for the following reasons:
    - Front office employees coordinate the activities of many departments.
    - The front office employees communicate with all departments about matters concerning overall hotel needs such as repairs, dirty rooms, guest needs, special events, group reservations and their affect on other hotel reservations, food and beverage specials, guest charges in other departments, revenue, collection of payments, bookkeeping, and auditing.
    - The front office employees have the most interaction with guests. They obtain information about guests' needs and pass the information on to departments that service the various needs.
    - Front office employees help promote the hotel and its features.

CHAPTER 15

Part A

1. D
2. D
3. B
4. C
5. A
6. B
7. D
8. B
9. C
10. A

Part B

11. revenue centers
12. service department
13. support centers
14. security department
15. beverage department
16. engineering or maintenance department
17. personnel division
18. restaurant department
19. housekeeping department

Part C

20. The engineering division's functions are to keep all hotel equipment, furnishings, fixtures, and property attractive and in good working order through preventive maintenance schedules and repair work. The duties of the engineering staff include making sure that all components of the hotel are operating properly, repairing components of the hotel that are not operating properly, and performing preventive maintenance work on all hotel components to help them last as long as possible.

21. The duties of the marketing division's staff members include the following:
    - organizing and implementing sales efforts to attract potential guests from all of the hotel's targeted markets
    - developing and implementing the hotel's annual marketing plan
    - organizing and carrying out sales trips and sales blitzes to feeder cities to promote and sell the hotel's services
    - developing and implementing creative marketing, promotion, public relations, and advertising campaigns to promote the hotel
    - contacting businesses and organizations within the market for the purpose of selling the hotel's services
    - exhausting all possibilities for selling the hotel
    - maximizing the use of meeting or function space in the hotel by actively promoting the availability of space and properly scheduling events
    - making sure all catering requirements are completed for each event

22. The personnel division's function is to direct and coordinate the human resources needs of the hotel staff. The duties of its staff members include the following:
    - advertising vacant employment positions
    - accepting employment applications
    - screening job applicants
    - checking a job applicant's references
    - scheduling job interviews
    - conducting employee orientation and safety training programs

Continued on next page

Part C–*Continued*

- handling paperwork, tax, insurance, and employee benefits information
- preparing for and participating in unemployment claim hearings
- conducting wage surveys
- informing employees of improper behavior or appearance when they are not complying with company policies and regulations
- collecting and maintaining records of every employee
- keeping records on all employees' benefits
- directing labor relations management work

CHAPTER 16

Part A

1. B
2. C
3. D
4. A
5. A
6. B
7. C
8. D
9. A
10. B

Part B

11. detergents
12. disinfectants
13. solvent cleaners
14. floor seals
15. buffers
16. alkali cleaners
17. acid cleaners
18. deodorants

Part C

19. Equipment laundry attendants use include the following:
    - commercial washing machines
    - commercial dryers
    - shelves
    - spring-bottom laundry carts
    - mechanical irons
    - floor squeegees
    - sewing machines
    - folders

20. Cleaning agents housekeeping employees use include the following:
    - detergents
    - soaps
    - alkali cleaners
    - acid cleaners
    - solvent cleaners
    - disinfectants
    - deodorants
    - laundry aids
    - polishes

- shampoos
- floor seals

CHAPTER 17

Part A

1. D
2. B
3. C
4. A
5. C
6. B
7. D
8. A
9. D
10. B

Part B

11. night service
12. skip
13. stayover
14. vacant and dirty
15. room status

Part C

16. Clean guest rooms and public areas are important to a hotel operation because of the following:
    - guests do not want to stay in dirty hotel rooms
    - clean rooms and public areas create a pleasant environment that guests, employees, and visitors will enjoy
    - they are important to guest satisfaction, repeat business, preventive maintenance, and people's health
    - hotel owners and managers want their furnishings, property, and fixtures to last as long as possible without showing wear or breaking down

17. Room attendants' duties include the following:
    - ensuring the highest standard of cleanliness for items cleaned
    - cleaning a certain number of guest rooms within a certain period of time
    - gathering keys and clipboards with worksheet and pencil attached
    - checking and adjusting cleaning cart's supplies
    - cleaning and restocking cleaning carts at noon and at the end of shift
    - turning in lost and found items
    - reporting guest comments to executive housekeeper
    - reporting damaged or missing items, rooms they were unable to enter, guests who are ill or need help, and maintenance repairs needed
    - turning on all lights, opening drapes and windows, setting air conditioner/heater as instructed, and making sure television and radio work upon entering the room
    - making sure contents in ashtrays are extinguished and emptying ashtrays and trash cans
    - removing sheets and pillowcases and placing pillows, bedspreads, and blankets on a chair
    - taking bath linens out of bathrooms
    - cleaning the bathroom
    - cleaning the vanity area

Continued on next page

Part C–*Continued*

- cleaning the vanity area
- dusting and cleaning guest room furnishings
- restocking guest room supplies and linens in the bathroom, vanity, and guest room areas
- making beds
- vacuuming the floor
- performing special cleaning projects assigned by the executive housekeeper
- turning off lights, closing windows and drapes, setting air conditioner/heater unit as instructed when leaving guest rooms
- changing room status on worksheet
- spraying air freshener
- locking guest room doors when leaving
- removing housekeeping sign

18. Laundry attendants' duties include the following:
    - sorting, washing, drying, folding, and ironing hotel linens
    - keeping count of each type and load of linen washed
    - knowing the proper load quantities for each type of linen in washers and dryers
    - spot treating stained linens as they are found
    - restocking and maintaining linen storage areas

19. Guest rooms are inspected because if a room is not cleaned properly, the hotel management, executive housekeeper, and/or inspector will ask the room attendant to finish the job. Hotel management does not want a guest to enter or be assigned to a dirty room. A dirty room will offend the guest who will complain and possibly go to another hotel. If the hotel gets a reputation for having dirty rooms, the hotel will lose business, have a difficult time trying to change its image, and may have to close.

CHAPTER 18

Part A

1. D
2. A
3. D
4. B
5. C
6. C
7. B
8. A
9. C
10. D

Part B

11. time management, energy management
12. fatigue
13. time log
14. work simplification

Part C

15. Fatigue causes an employee's work productivity and efficiency to decline. Fatigue occurs when productivity declines and energy levels decrease, and it can cause accidents and injuries if the employee does get enough rest. Adequate rest and rest periods during the day are required to prevent and/or relieve fatigue. Working at an even pace (instead of an uneven pace) helps prevent fatigue.

16. Time and energy management help an employee organize tasks so that more tasks can be accomplished in less time than before; manage tasks in a way that conserves body energy and results in less fatigue; simplify work sequences and methods to become more time and energy efficient.

17. Work simplification techniques help employees conserve and effectively use time and enery and reduce fatigue. These techniques allow employees to organize tasks into a sequence that allows them to accomplish more than one activity at one time while eliminating unneccessary steps and to seek easier ways to complete tasks without losing quality.

18. An efficient housekeeping employee is one who plans his or her work, uses equipment properly, and paces himself or herself throughout the day.

    The answer to the second part of this question is open for students' synthesis and evaluation-based opinions. By planning the work, keeping a regular pace, and using equipment properly, the employee improves his or her work methods and productivity while reducing the effort it takes to accomplish the tasks. Hotel management likes this type of employee because the employee takes care of the equipment, does not waste time, is thorough in completing the tasks assigned, is disciplined about the work, is less likely to become distracted, and often has a good attitude about the hotel and the work.

CHAPTER 19

Part A

1. C
2. A
3. B
4. D
5. D
6. B
7. C
8. D
9. A
10. D

Part B

11. sterilizing
12. germicides
13. disinfection
14. pathogens
15. sanitation
16. disinfectants
17. antiseptic

Part C

18. Sanitation and disinfection are important to hotel operations because hotels are responsible for protecting guests from harm, which includes protection against infections that can cause minor

Continued on next page

Part C–*Continued*

to serious illnesses. Sanitation and disinfection prevent the attraction of rodents and insects to areas around the hotel. They also prevent unpleasant odors and the spread of pathogens to guests. The probability of guests contaminating a room, its furnishings, or its linens with germs from communicable illnesses is immense considering the amount of people using hotel facilities each day. Ill or not, people spread germs, many times unknowingly. A working knowledge and understanding of sanitation and disinfection principles helps hotel housekeeping employees efficiently kill germs and prevent further contamination to new guests. By protecting against contamination and infection, hotels and their housekeeping employees maintain high standards of cleanliness and prevent liability claims and the loss of future hotel business.

19. Sanitizing and disinfecting techniques involve the use of germicidal disinfectants to kill pathogens. Disinfection is the process of freeing something from infection or contamination by destroying pathogens. Germicidal disinfectants are chemicals used to disinfect a surface by killing many pathogens. A surface must be clean and dry before a disinfectant can be applied and expected to work to its potential. Hot water helps sanitize linens and surfaces as they are being cleaned; however, it cannot be relied on totally. The use of disinfectants is necessary to prevent or reduce bacterial spread.

20. Sanitizing and disinfecting techinques used by housekeeping and laundry employees to remove and kill pathogens include the hotel's stated cleaning procedures; disposal of dirt, dust, grime, and garbage; and the use of germicide disinfectants. Housekeeping employees and laundry workers should try to allow enough time for the disinfectant to remain on the surface in order for it to completely kill pathogens. They should follow the disinfectant manufacturer's instructions for the amount of time needed for the disinfectant to kill pathogens on surfaces. As housekeeping employees work from one room to another, they should thoroughly rinse their cleaning cloths in detergent and disinfectant solutions to prevent the spread of pathogens from room to room. Laundry attendents can add disinfectants to the laundry's wash or rinse water to help kill thirty kinds of bacteria that otherwise could survive several washings. Adequate time and temperature are needed during wash cycles to kill pathogens on linens. The higher the water temperature, the less time it takes to kill the microorganisms. Disinfectants also may be used on the dryer's lint trap and the washer's basin to kill pathogens that thrive on these surfaces.

CHAPTER 20

Part A

1. D
2. C
3. B
4. A
5. D
6. D
7. B
8. C
9. C
10. A

Part B

11. Out Of Order sign
12. Do Not Disturb sign

Part C

13. The purposes for entering procedures include the following:
    - to protect employees from harm by guests or unwelcomed intruders
    - to protect guests' privacy in their rooms
    - to discover unwelcomed intruders

    These procedures are important because they promote safety and security of hotel employees as well as guest satisfaction.

14. The purposes for exiting procedures include the following:
    - to make sure all room components have been cleaned
    - to verify that all furnishings are in their proper places
    - to make sure that all cleaning equipment and supplies are out of the room
    - to set fixtures and equipment where energy and water consumption is reduced
    - to be sure doors are locked securely

    Exiting procedures are important because they provide assurance the room is presentable to the guest, energy and water are not wasted, and unwelcomed intruders are prevented from entering the rooms.

15. The procedures for entering a guest room or public restroom include the following:
    - Knock on room door and say "housekeeping" loudly.
    - Wait a few seconds for a response.
    - If there is no response, knock on the room door and say "housekeeping" loudly again.
    - Wait a few seconds for a response.
    - If no response, open the door and slowly enter the room.
    - If the room is occupied, apologize and leave.
    - Wait until later or when the room may be unoccupied before repeating procedures and reentering.
    - If room is unoccupied, place cleaning cart in front and against the guest room door or block the public restroom doorway with an "Out Of Order" sign.
    - Begin cleaning.

16. If a room attendant enters a guest room that is occupied when it was believed to be vacant, the room attendant should immediately excuse herself or himself and leave the room. After leaving the room, the room attendant should immediately report the situation to the executive housekeeper. The executive housekeeper should investigate the situation with the front desk to determine the accurate room status.

CHAPTER 21

Part A

1. D 6. C
2. B 7. D
3. D 8. D
4. C 9. B
5. A 10. A

Part B

11. mildew
12. patching
13. stains
14. darning
15. mending

Part C

16. Linen care, maintenance, and repair is important to a hotel operation for the following reasons:
    - Linens are a major, yet necessary expense to the hotel.
    - Taking good care of linens helps reduce their replacement costs.
    - Hotel management wants linens to look as nice as possible for as long as possible.
    - Linen expenses can be major if linens routinely are not cared for, maintained, or repaired for continued use.
    - Nice linens are important to guest satisfaction.

17. Stain removal and mending should be performed as soon as possible after linens are stained, soiled, or damaged and before the affected linens are washed. If not performed then, stains and soil will set and possibly will become permanent stains. Also, linen damage—such as tears, holes, worn places, and missing stitches—could become worse during the cleaning process. Washing could make the damage more difficult to repair, and the appearance after repair usually is less attractive.

18. Laundry attendants remove stains by determining what caused the stain and by soaking the stain in water, applying a detergent paste on the stain, or using the stain treatment solutions hotel policies or a stain removal chart recommends. The laundry attendant should first test the method in an inconspicuous place on the item to make sure the method will not harm the item. The laundry attendant should treat a ring around the stain and work toward the center to prevent the stain from spreading. The laundry attendant should also dab the solution onto the stain because rubbing could damage the material and spread the stain. A white absorbent cloth, such as cotton, should be used with solvent stain removers. Laundry attendants should be careful not to wet the fabric too much so it will not shrink. After treating the stain, the item should be thoroughly cleaned.

CHAPTER 22

Part A

1. B
2. D
3. C
4. C
5. C
6. A
7. D
8. D
9. B
10. D

Part B

11. amino acids
12. calories
13. nutrients
14. lipids
15. metabolism
16. ascorbic acid
17. galactose

Part C

18. The functions of water include the following:
    - regulating body temperature through perspiration
    - transporting nutrients, oxygen, enzymes, waste materials, food materials, and blood cells
    - lubricating the movement of muscles and joints
    - sustaining cell health
    - holding digestion products in solution and permiting them to pass through intestinal walls and into the bloodstream for use throughout the body

19. The functions of carbohydrates include the following:
    - providing energy to the body
    - helping the body use fats efficiently
    - providing bulk or fiber to the body, which helps promote regular and normal waste elimination and may help prevent and treat digestive tract diseases and colon cancer and reduce blood cholesterol levels

20. Vitamins A, D, E, and K are fat-soluble vitamins. These vitamins can dissolve in oils or fat. They are stored in body fats and are absorbed into the body with the help of fats in the diet or bile from the liver. The body can hold only a limited amount of the fat-soluble vitamins; more than that amount is toxic to the body.

    Vitamins C and B are water-soluble. They are capable of dissolving in water. They are not stored in the body and do not need fat or bile to be absorbed by the body. They need to be supplied to the body daily through food because they are constantly used and washed out of the body through sweat and urine. Foods rich in vitamins C and B can lose their vitamin nutrients during cooking, storage, or processing if care is not taken to prevent vitamin loss and destruction.

CHAPTER 23

Part A

1. A
2. B
3. D
4. C
5. B
6. A
7. C
8. D
9. A
10. C

Part B

11. nutrient retention
12. light destruction
13. oxidation
14. heat destruction
15. danger zone temperatures
16. food-borne organisms

Part C

17. Nutrient loss can be caused by the following:
    - high temperatures
    - long cooking times
    - water-soluble nutrients dissolving out of food
    - alkalies and acids
    - plant enzymes
    - oxidation

18. Ways to prevent or reduce oxidation include the following:
    - Cut food in large pieces so less inner surface area is exposed.
    - Heat cooking surface or solution before adding and cooking food to quickly stop oxidation.
    - Slow enzyme activity by keeping food refrigerated or frozen.
    - Deactivate enzyme activity by adding an acidic ingredient.
    - Do not prepare foods too far ahead of cooking or serving times.
    - Do not buy wilted fruits or vegetables.
    - Keep food fresh and crisp with proper storage.

19. Ways to retain water-soluble nutrients include the following:
    - Avoid soaking foods.
    - If soaking food is necessary, use the same liquid when cooking the food.
    - Do not discard juices from the food. (About one-third of the nutrients of canned food is in the food's juices.)
    - Use as little water as possible by using cooking methods that require less water.
    - Reduce cooking times.

20. Cooking protein affects its digestibility. Dry, high heat or long cooking times cause protein to coagulate or harden. For this reason, protein foods should be cooked at low temperatures until the food is done. By cooking foods at low temperatures, they do not harden and are easier to digest.

CHAPTER 24

Part A

1. C
2. B
3. D
4. A
5. A
6. D
7. B
8. B
9. A
10. B

Part B

11. bacteria
12. infectious hepatitis
13. bus tubs
14. salmonella

Part C

15. High standards of facility cleanliness helps keep the food operation in business while keeping it clean; neat; presentable; and free of safety hazards, rodents, and pests. Customers will not fear for their health. If food and beverages are not prepared in sanitary conditions, many people can become ill from food-borne illnesses or communicable diseases. A business also could be held liable and forced out of business. Food could also spoil because of improper food storage, which could cause illnesses or high food costs. Employees should not waste time searching for items while working, but instead should be able to find them quickly. This should help keep labor costs down. Items stored in their proper places do not create safety hazards by blocking paths. Many of the housekeeping and sanitation standards enforced in food operations are required by law and enforced by state and local health departments.

16. Food operation employees should be expected to practice good hygiene at all times, especially before and during working hours. When employees arrive at work, they must have bathed; have clean, well-groomed hair; have fresh breath; have a neat appearance; and must be wearing clean, neat uniforms. If employees have any cuts or open wounds, they must have them bandaged while working. Wounds on fingers should be bandaged to protect the finger and to prevent bodily fluids or scabs from getting into food products. Employees may need to wear protective gloves when working with food or equipment. In some cases, employees with cuts or wounds on their hands may be assigned duties that do not include food handling until the wounds heal.

    The most important aspect of personal sanitation is hand washing. Food operation employees must wash their hands at the following times:

    - before starting work
    - after visiting the restroom
    - after handling one type of food and before handling another type of food
    - after handling money
    - after touching the face, mouth, or hair
    - after covering the face when sneezing and coughing
    - after sweeping and mopping floors
    - after cleaning equipment, counter tops, tables, and equipment
    - after smoking

Continued on next page

Part C–*Continued*

Hair must be kept behind the shoulders or tied back away from the face. Keeping hair away from the face prevents it from falling into food. Employees should only smoke in break areas. Smoking near food preparation areas can cause ashes or cigarette butts to drop into food, spreading bacteria and ruining the food. Managers should excuse a sick employee from work rather than take the chance of infecting other people.

If food and beverage operations do not address personal sanitation requirements, they are at the mercy of the people they employ. A variety of people means a variety of hygiene standards. A food operation needs detailed standards that are followed.

17. Sanitizing dishes begins with cleaning them. Cleaning dishes begins while they are being cleared from tables. Dishes should be sent to the dishwasher before food dries on them. Food should be scraped and rinsed off the dishes to remove excess food particles before the dishes are placed in the dishwasher. The dishes go through three cycles: washing, rinsing, and sanitizing. The heat and detergent in the wash cycle and the heat and sanitizing chlorine additive in the rinsing cycle sanitizes the dishes, killing bacteria and other organisms. Silverware must be washed by a dishwasher twice to guarantee sanitation of the parts that come into contact with people's mouths. Air drying is more sanitary than towel drying.

18. Hotels and food and beverage operations should have a contract with a pest control company to help control insect and rodent problems. As often as once a week at many of these businesses, a pest control company representative may spray pesticide in particular parts of the buildings. Rodent traps should be set at all times to catch any rodents. Traps should be set where rodents have been seen. If the businesses—especially food and beverage operations—do not have a pest control program, then they will have pest problems that will quickly go out of control. Rodents and other pets could carry harmful diseases which could contaminate food products. To protect customers and employees, food operations should make pest control a priority.

CHAPTER 25

Part A

1. D
2. A
3. A
4. B
5. D
6. D
7. C
8. D
9. B
10. A

Part B

11. utensils
12. food chopper
13. China cap strainer
14. French knife
15. proofer
16. trunnion kettle
17. equipment
18. balance scale

Part C

19. The following utensils or equipment would be the best to use for the following kitchen procedures.
    a. Wire whips or whisks, bench and floor model mixers, pastry blenders, sifters, and mixing bowls would be best to use for mixing.
    b. French knives, slicer knives, utility knives, paring knives, cutting boards, vegetable peelers, zesters, utility shears, tomato slicers, potato cutters, ball cutters, food choppers, and slicers would be best to use for cutting, slicing, trimming, or peeling fruits and vegetables.
    c. Roasting pans, baking pans, baking sheets, pizza pans, springform pans, loaf pans, hotel pans, and the various ovens (conventional, convection, microwave, roasting, deck, revolving, reconstitution, and toaster) would be best to use for baking and roasting.
    d. Spoons, sauté pans, saucepans, sauce pots, double boilers, stock pots, ranges, various ovens (conventional, convection, microwave, reconstitution), high pressure steamers, and trunnion kettles would be best for cooking vegetables.
    e. Modular hotel pans, buffet units, steam tables, bain maries, au gratin dishes, sizzle platters, pitchers, heated pass-throughs, infrared lamps, rollwarmers, cold servers, salad cases, dessert cases, walk-in coolers, and food carriers would be best for displaying or holding food before it is served.

20. Convection ovens cook food by using heated air and air circulation, also called forced heated air. A fan in the oven forces and circulates heated air within the oven, which produces faster cooking times at lower temperatures and more uniform cooking than conventional ovens. Revolving ovens resemble Ferris wheels on the inside. Baking pans are loaded onto each tray in the revolving oven as the tray comes to the oven's door. The trays revolve around the oven's interior while the food bakes. Revolving ovens provide even temperatures throughout the food and baking process, which result in uniform baking. Microwave ovens cook foods very quickly by using microwaves to create heat by agitating molecules in the food.

CHAPTER 26

Part A

1. C
2. D
3. D
4. A
5. B
6. D
7. D
8. A
9. C
10. B

Part B

11. batch cookery
12. physical inventory
13. food costs
14. product inventory
15. labor costs

Part C

16. Food operations must control their costs if they want to make a profit, especially a desired amount of profit. The better costs are controlled and kept at specified percentage levels, the better the profit percentage will be from a food item. Uncontrolled expenses can cause a business to fail.

17. Quality control is the process of sustaining the quality of a product or the maintenance of quality at levels acceptable by a food operation's management, chefs, and buyer. Variables that could affect the desired outcome of a food product or service are controlled through quality control measures. For example, menu specifications and standardized recipes are designed to state which products are to be used for a food item and how the food item should be made. The purpose of standardized recipes is to ensure that the food product's quality, appearance, taste, aroma, texture, and consistency is exactly as the food operation's management and chef desire.

CHAPTER 27

Part A

1. D
2. A
3. D
4. C
5. B
6. A
7. C
8. A
9. C
10. B

Part B

11. conversion formula
12. yield
13. menu planning
14. menu specifications
15. standardized recipes
16. convenience food
17. food portioning
18. portion control

19. Ways menus are used in food operations include the following:
    - to present customers a list of food and beverages that are available to be prepared, served, and sold to customers
    - to give an impression about the food operation
    - to present entrees in a way that stimulates customers' appetites
    - to help food operations meet financial goals
    - to communicate the food operation's image, prices, and methods of food preparation and service
    - to advertise the food operation and promote repeat business
    - to guide equipment and supply purchases, facility planning, and personnel hirings
    - to encourage customer satisfaction, success, and profit

20. The purposes of menu specifications include the following:
    - to provide descriptions of the characteristics of a food product, ingredient, or condiment used by the food operation for food production
    - to help the buyer purchase the exact items the food operation needs on a consistent basis at economical prices
    - to control costs and quality of food items

- to prevent miscommunication among purveyors, buyers, and users
- to allow other employees to handle purchasing duties in the buyer's absence
- to help with buyer and management training by being an educational tool
- to encourage bidding among purveyors for specific products based on spec information

CHAPTER 28

Part A		**Part B**
1. A	6. D	11. garnish
2. D	7. A	12. arrangement
3. D	8. D	13. food presentation
4. B	9. C	14. proportion
5. C	10. B	15. balance

Part C

16. When people see attractively prepared meals, their digestive juices are stimulated, making them eager to begin eating. Much of a food operation's success depends on food presentation, the act of making a meal attractive and exciting to the customer's eyes.

17. Principles important to remember when garnishing plated food include the following:
    - The selected garnish should always be fresh and of high quality.
    - If using more than one garnish, spread them out and do not clump them together.
    - Odd numbers of garnishes are more aesthetically pleasing than even numbers.
    - The garnish should be placed on the plate where it will keep its correct temperature so that freshness and quality will remain constant throughout the meal.

18. Two key principles are important to remember when plating the food: remove moisture and grease and create an appealing picture with food. Moisture or grease should be drained off the food item before the item is placed on the plate. Moisture and grease will ruin food presentation. Cooks and chefs want to create a picture when plating food. Food items should be placed where their colors will enhance other items on the plate and make the meal appealing to the customer. Meat or main entree items usually should be placed at the front of the plate as it faces the diner, with other food items surrounding the main entree on two sides. A garnish should be added if needed to provide contrast.

CHAPTER 29

Part A

1. B
2. B
3. C
4. D
5. A
6. B
7. C
8. D
9. C
10. A

Part B

11. selling the menu
12. sidework
13. house specials
14. course
15. merchandising the menu

Part C

16. It is important for food operation employees to understand their customers because the food operation advertises to those customers. The food operation determines who its customers are, what styles of service they prefer, how much money the customer spends on meals, and how the food operation can attract the targeted customers. After learning about the customer, a food operation's management and employees will know how to target their services and menu to customers. Also, in order to better serve particular customers' needs, servers should try to understand customers' situations at the time of service. Some customers may be irritable, relaxed, noisy, in a hurry, indecisive, dieting, intoxicated, young, elderly, or handicapped. By realizing these situations from the start, the server may be better able to handle the customer's requests, comments, orders, or problems. By offering good service, the server often can satisfy the customer's needs and encourage the customer to come back to the food operation.

17. Employees should cooperate with co-workers because teamwork is vital to customer service. For example, if a server's station has more customers than he or she can handle and still provide good quality service, the server needs assistance. Other servers should assist and cooperate in all areas of providing service to customers. Cooperation also is important when picking up orders from pass-throughs. Servers should not grab each others' food orders. Servers should give assistance to other servers and be able to expect co-workers to return the favor.

Activity Book Answers

CHAPTER 1

ACTIVITY 1-3

1. J
2. D
3. E
4. G
5. B
6. A
7. I
8. F
9. H
10. C

ACTIVITY 1-4

2. False — In hotel management, the budget and the annual marketing plan are the general manager's primary concerns.
4. False — The general manager is responsible for daily operational checks to ensure the business' smooth operation.
8. False — In food operations management, emphasis must be placed on producing quality products as well as creating a desired atmosphere.

CHAPTER 2

ACTIVITY 2-3

Statements which are characteristic: 1, 2, 4, 7, 8, 10, 11, and 13

Statements which are not characteristic:

3. brings personal problems to work (try to keep personal life and work separate)
5. is content with self and skills (should continually seek to improve self and skills)
6. works best with close supervision to get work done on time (should not require close supervision, but is trusted for his or her honesty and dependability in getting the work done on time)
9. is a follower and waits to be told what to do (takes the initiative and has or develops leadership qualities)
12. is always looking for a new career field (is proud of his or her work and chosen field)

ACTIVITY 2-4

3. False (Employees should remain objective in buying and selling matters.)
5. False (Employees in the hospitality industry come from all walks of life.)
6. False (Morality is ideals of right and proper conduct. Everyone's opinions are different. Morality is merely and important consideration in developing philosophy, policies, and expected standards of behavior.)

ACTIVITY 2-5

1. Agree
2. Agree
3. Disagree — An employee's conduct can affect other individuals both directly and indirectly.
4. Disagree — Unfortunately, some manager are not good role models.
5. Agree
6. Agree

CHAPTER 3

ACTIVITY 3-2

1. E
2. B
3. C
4. A
5. E
6. D
7. A
8. B
9. C
10. D

ACTIVITY 3-3

1. INDEPENDENT OPERATIONS
2. CHAIN OPERATIONS
3. CAPITAL EXPENDITURES
4. FRANCHISE
5. OPERATED, MANAGED, and MANAGED

Bonus: HOSPITALITY

CHAPTER 4

ACTIVITY 4-2

1 liability
2. hazard
3. OSHA
4, escape
5. contingency
6. sanitation
7. compensation
8. code

ACTIVITY 4-3

1. OSHA - Occupational Safety and Health Act of 1970 requires employees to make the work place free of any hazards that might cause injury of death to an employee and to correct safety violations. THE OSHA is the federal regulatory agency that enforces the act. OSHA establishes health and safety standards and regulations that businesses are required to implement.

2. Workers' Compensation laws — Federal and state workers' compensation laws includes plans for a business to have workers' compensation insurance to pay employees or their dependents for physical disabilities, injuries, or deaths caused by working on their jobs.

3. Building codes — State and local codes enforce safety requirements related to fire prevention, structural safety, size and number of rooms allowed, exits, ventilation, refrigeration, heating, and sanitary equipment for buildings. The codes are enforced during construction, remodeling, use of a building, and operation of the business. Failure to correct violations result in fines, loss of certificate of occupancy, and jail sentence.

4. Health Inspections — They are conducted regularly by the local health department and involve the kitchen, bar, and restaurant areas. Inspections include compliance with sanitation standards, absence of pests, proper care and handling of food, proper food storage techniques, and correct temperature of wash water for preventing growth of harmful microorganisms. In hotels, health inspections also include tests of pools and hot tubs for bacteria, cleanliness, chlorine levels, and pH balance.

5. Fire codes — The fire department has codes requiring specific occupancy limits in public rooms, certain ratios of fire extinguishers to rooms, types of fire extinguishers to be used in specific areas, regular changing of fire extinguishers, and operation of fire emergency systems including smoke detectors in all hotel guest rooms. They also inspect hotels and food operations to see that doors or areas in front of fire extinguishers are not blocked and are easily accessible.

ACTIVITY 4-4

2, 5, 6, ,8, 10, 11, 14, 16, 17, 19, and 20 prevent job-related accidents

ACTIVITY 4-6

1. A
2. A
3. A
4. B
5. B
6. B

ACTIVITY 4-7

1. D
2. F
3. A
4. B
5. E
6. C
7. D
8. C
9. D
10. B
11. F
12. F

ACTIVITY 4-8
1. PARAMEDIC
2. CHOKE
3. HEIMLICH MANEUVER
4. BLUE, PUPILS
5. THIRD-DEGREE
6. BLOOD LOSS
7. DRESSING
8. SHOCK
9. FLUIDS
10. REPORT

CHAPTER 5

ACTIVITY 5-2

ACROSS
6. ledger
7. video
8. city
10. computerization
11. automatic
12. key card
13. inventory
14. monitor
15. terminal

DOWN
1. amenities
2. depersonalize
3. guest history
4. folio
5. facsimile
9. automation

ACTIVITY 5-3

Precheck machines — Before precheck machines were used, food items were occasionally charged to a customer and never served. Items ordered late in the meal, such as desserts, were accidentally left off the ticket and not charged to the customer. There is really no efficient food control method.

Commercial microwave ovens — The ovens are used to prepare some foods quicker and with lower energy costs than traditional cooking in conventional commercial ovens.

Computerized kitchen equipment — Kitchen appliances that have been computerized to auto-matically control temperatures, cooking times, and food waste. Some equipment moves food through so that the food is not overbaked. An example would be computerized deepfryers that operate at a programmed temperature and a programmed period of time needed for the food item,
then lifts the frybaskets out of the oil at the end of the cooking time so that the food is fried perfectly.

Time conveyor ovens — Help reduce overbaking and burned food waste. These conveyors are often seen at pizza restaurants. The ovens are set by temperature and cooking times, with the conveyor moving slow enough to coordinate with the baking time. Food moves slowly along the conveyor belt from one end of the oven to another. From the time it enters the oven until it leaves the opposite end of the oven, the food item is fully baked. The oven allows several food items to be placed in at varying times without affecting food quality.

continued on next page

CHAPTER 6

ACTIVITY 6-2

A good maintenance program affects smooth operations and guest satisfaction. Also, it affects the investment the business has on its equipment. Commercial equipment is quite expensive and necessary, and it should be maintained to prolong its life. Care of business property and assets is essential to guest satisfaction, business operations, and equipment investment. It is difficult to maintain a profitable operation if employees are working with malfunctioning equipment. A repair completed efficiently and professionally satisfies guests, reduces costs, and prolongs the wear of the item repaired.

ACTIVITY 6-3

1. False — The temperature of the boiler should be checked on a daily basis.
3. False — Mattresses should be rotated on a quarterly basis.
4. False — Thermostats in commercial or public areas should be checked daily.
6. False — Fire extinguishers should be checked every three months.

ACTIVITY 6-4

1. The air conditioning unit will become less efficient and will use more power. Dust covered coils cause the motor to work harder. Soiled coils also cause the unit to recover temperature more slowly, which creates increased wear on the unit.

2. Kitchen equipment is subject to heavy grease, dust, and food splatter building. For sanitation, fire safety, and maintenance purposes, kitchen equipment must be cleaned.

3. Every seven years — After this time, bedspreads, curtains, wallpaper, and other interior items are quite worn. Bricks and tiles usually last longer than other interior elements.

4. Lime deposit scale accumulates in water heaters causing the water temperatures to lower, the heating cycle to extend, the noise to increase, and the unit's life to shorten. Lime deposits can also cause utility bills to rise.

5. It is a long, flexible device that looks like a snake. It is threaded into the drain through plumbing lines to break up substances that are clogging the plumbing line.

6. Freon is a gas for cooling that is used in refrigeration and in air conditioning.

ACTIVITY 6-5

1. HEATING ELEMENTS
2. ALGAE
3. SAUNA
4. SPA
5. SUPERCHLORINE
6. ALKALINE
7. SKIMMER
8. ACID

ACTIVITY 6-6

1. C
2. A
3. E
4. D
5. B

It is important to the overall appearance of a hotel and the hotel's ability to attract customers. A good maintenance program affects smooth operation and guest satisfaction.

CHAPTER 7

ACTIVITY 7-2

1. steward
2. grade
3. volume
4. reorder point
5. purchase orders
6. nonperishable, perishable
7. safety stock amount

ACTIVITY 7-4

Any of the following reasons:

1. force chefs and other employees to use proportions of food and other supplies and be specific in items of quantities they need
2. controls food waste
3. controls food costs
4. prevents cooks from using too much ingredients by having premeasured ingredients
5. controls use of old and new items to maintain freshness
6. prevents employee theft
7. keeps an account of supplies

CHAPTER 8

ACTIVITY 8-2

1. one type of lock

2. select any three: loitering, appearing lost; trying to gain access to a room without a key, sitting in a parked car for a long period of time, inquiring about a certain room's status or occupant, peering

continued on next page

through windows, driving or walking around the property many times, immediately changing directions when noticed, parking a car away from the property and walking to the property

3. peephole, admitting anyone to their room

4. registered guests, identification

5. safety deposit boxes; safe deposit boxes; guest; front desk clerk; an employee to get the valuables without the guest's safe deposit key

6. investigate and contact police if necessary, will be moved to another room, the previous room will not be occupied

7. people inquiring the information, call the guest and ask if the person can have the information, the front desk clerk can dial the number and allow the person to speak to the guest

8. who has not been issued a key, the front desk, identification, is a registered guest

9. room number, date found, time found, and the employee's name

10. check-in and check-out date, guest address and phone number, to the customer C.O.D.

ACTIVITY 8-3

1. Agree — A vital concern is to provide security for both guests and employees; they are entitled to be in a safe and secure environment.
2. Disagree — A subpoena is a written legal order requesting a person to appear in court.
3. Agree — Messages should be taken from callers and given to employees to handle on their own time.
4. Disagree — Lockers should be provided but not locks.
5. Agree — This practice is for the employee's protection and keeps the employees' thoughts focused on his or her duties.

ACTIVITY 8-4

1. hot list
2. credit card
3. deposits
4. supervisors
5. time cards
6. accounting
7. undercharges

ACTIVITY 8-5

1.
   - Do not leave money on the premises during the night. Food and beverage operations should follow this precaution since most usually close at night. Hotels that are open throughout the night usually keep a limited amount of cash on hand.
   - Leave cash register drawers open and empty when the business is closed, so burglars will not damage them.
   - Engrave names or numbers on furniture and equipment for identification.
   - Use burglar alarm systems and deadbolt locks. Also, lock windows.

Continued on next page

- Leave some lights on inside the building after closing.

2. Time locks may be used to record on paper the time the storage area is locked and unlocked. The time lock can identify times when the area has been unlocked at odd hours by unauthorized personnel.

3. Uniformed security guards are preferred because
   - they make guests feel more comfortable and secure.
   - guests like these authoritative figures around.
   - some managers believe that obvious security figures help deter crime.

   Plain clothes security guards are preferred because
   - clothing does not identify them as security personnel.
   - some authorities say that people are more likely to cooperate with a plain clothes security officer; situation may be less obvious and less embarrassing.

4. Bright lighting, especially in parking lots, helps eliminate shadows where criminals can hide.

5. They should patrol at irregular intervals because potential criminals cannot estimate patrol schedules.

6. Limited entrances make security easier to maintain. Hotels with many entrances should be locked at certain times and only opened by management or security.

CHAPTER 9

ACTIVITY 9-2
ACROSS
2. action plan
7. public relations
8. promotions

DOWN
1. marketing
3. competitor
4. advertising
5. marketing plan
6. publicity
7. product

ACTIVITY 9-3
Part A
1. False — The marketing plan should be detailed and followed thoroughly.
3. False — Publicity refers to information about a person, place, or thing prepared as a news item to be presented to the public by the media to gain public attention or support. It is not always paid for advertising, often it is free.

continued on next page

5. False — Not all promotional activities do, they are intended to be helpful, but it does not always happen.

Part B

1. Answers will vary but should include the number of rooms, number of employees, services offered, room rates, type of customers geared toward, and amenities. It should include the name and location of the hotel.

2. Answers will vary. They could include grand opening, donation, ad in a newspaper, pencils and pens with the hotel name.

3. Answers will vary. They could include special rate for a limited time, drawing/ give away, and restaurant special

ACTIVITY 9-4

1. Each year owners and managers reevaluate and review their operations in order to prepare the annual marketing plan and budget for the coming fiscal year. They redefine the product and review the following aspects of the business:
- quality of service
- quality of food
- quality of facility
- freshness of the product and facility
- quality and freshness of the atmosphere
- cleanliness

2. Depending on the size of the operation, public relations personnel might perform many duties or be assigned specific duties. Public relations personnel's primary responsibilities are to create a favorable image for their employer's business. Public relations personnel in lodging operations usually coordinate holiday or weekend packages, prepare letters that respond to customer complaints, conduct tours of the property, and encourage writers and other media to write about the property.

3. An employee will be responsible for organizing and completing a detailed planning process. The promotions should be carefully studied and planned so that the appropriate amount of money can be requested and allocated. Once the funding has been completed, the employees must be careful to adhere strictly to the promotions plan.

4. Sales calls and blitzes should be followed up by sending letters, making phone calls, or visiting potential customers. The follow-up should begin immediately and should continue at least six months after the original call.

5. A follow-up visit or phone call provides the hotel or food operation with feedback and informs groups that the hospitality industry is sincerely interested in obtaining the group's business. They allow the hospitality business to find out information about securing an organization's business in the future. It may reveal to the hospitality business that the organization needs additional information or services. The feedback enables the hotel or food operation to improve promoting itself and meeting customer's needs and wants. Follow-up also communicates that the hospitality industry business cares about its potential guests.

6. Chain and franchise units often rely on their corporate and franchise headquarters to develop and oversee unified marketing plans for all the units. The headquarters develops the plans and strategies

continued on next page

and instructs the small local units to implement the strategies at local levels. It is the responsibility of managers of small units to add to these efforts by promoting their own units with sales calls around the community. Independently owned units have more difficulty in financing marketing efforts of the same scale as their small chain competitors.

ACTIVITY 9-5

All of these items should be checked: 1, 4, 6, 8, 9, 10, 12, and 15

CHAPTER 10

ACTIVITY 10-3

1. True — A hotelier may refuse to serve a guest if there are no accommodations available, if the guest displays improper conduct, if the guest exhibits a difficult character or condition, or if the guest is not able to pay for charges that would be incurred. The hotelier must prove that the perspective guest is unfit.

2. False — Hotel operations are not responsible for anyone other than registered guests and their property.

3. True — Hoteliers may evict guests who overstay an agreed length of stay, have serious or contagious illnesses, trespass, and loiter. Hotel operations should avoid evicting guests and try to handle the problem so that both parties are satisfied.

4. False — Laws governing inns were established during the middle ages when Parliament passed the first laws regulating public houses. Innkeepers had to admit any traveler who asked to be a guest at a public house or inn. The duty extended only to travelers.

5. True — Confirmed room reservations are considered contracts between guests and hoteliers and must be honored. Hoteliers cannot sell reserved rooms to other travelers, even if the rooms go unoccupied. If a confirmed reservation arrives and no rooms are available, the hotel operation has an obligation to help the guest locate another room.

ACTIVITY 10-4

1. grades
2. local
3. misrepresent
4. state
5. minors
6. court
7. violations
8. truthful
9. restrict
10. federal

ACTIVITY 10-5

Statements that are *Yes:* 2, 4, 7, 9, and 10

Statements that are *No:* 1, 3, 5, 6, and 8

ACTIVITY 10-6

1. No. Limitations on liability laws state that hoteliers are only liable for loss of valuables (money, jewels, and important papers) if the guest has deposited the valuables in a safe provided by the hotel operation. Most often, lost property results from a guest's negligence. Hoteliers are not liable for losses in these instances. If a loss occurs as a result of negligence on the part of the hotel and the guest's negligence contributed to the loss, then in order for the hotelier to avoid being liable for the loss, he or she must prove that the loss was the result of the guest's contributory negligence. Answers may vary.

2. Food and beverage operations are not subject to the same rules of liability as hotel operations. They are not insurers of property, but act as bailees. If a restaurant customer gives a coat to a restaurant manager for safekeeping while he or she dines at the restaurant, the restaurant and the manager are responsible for the coat until returned to the customer. If the coat is lost, the restaurant and its manager may be held liable for the amount of the item's value. Liability can be limited by the use of a checkroom. The checkroom is a room used for keeping items that are given to a business for safe keeping. A food and beverage operation does not have to accept any property. But once a food and beverage operation accepts responsibility for an item, the business is liable for the full price of the item if it is damaged, lost, or stolen. Claim tickets could have been used to protect both the restaurant and the Smiths. Answers will vary.

ACTIVITY 10-7

1. They are responsible for obtaining medical help.
2. the employer
3. hazard-free
4. employers are responsible for caring for or obtaining medical help for the employee.
5. Occupational Safety and Health Administration which enforce the Occupational Safety and Health Act of 1970.

CHAPTER 11

ACTIVITY 11-2

1. Guests
2. young
3. tips
4. intoxicated
5. valet
6. service
7. tour groups
8. friendly
9. transportation
10. recreational

ACTIVITY 11-3

1. Agree — History of industry and laws have evolved to the point where the hotel owner must be careful of their vulnerability or be subject to a lawsuit.

continued on next page

2. Agree — Hoteliers must maintain their businesses at all times. When people pay for a room, they expect it to be clean.
3. Agree — All customers need to be treated with equal respect and service.
4. Disagree — Food operations customer responsibilities include tipping the server paid below minimum wage. Servers receive most of their income from tips.
5. Disagree — The customer is responsible for controlling their children to protect them from harm and from infringing on other customer's privacy.

CHAPTER 12

ACTIVITY 12-2

1. B
2. P
3. S
4. E
5. SA
6. E
7. B
8. B
9. P
10. S

ACTIVITY 12-3

Statements that are *True*: 1, 2, 4, 5, 7, and 8

Statements that are *False*: 3, 6, 9, and 10

3. Trendy foods are typically sold in restaurants.
6. Food and beverage operations are responsible for the safety of their customers.
9. An employee's poor attitude is not excusable. The goal of the hotel is to portray a positive image.
10. Some tables will naturally require more time and attention, but all customers should be treated equally with quality service.

ACTIVITY 12-4

1. where a person lives
2. a person's economic level and standard of living
3. a person's expectations of a hotel, food operation, and other people
4. a person's personality
5. a person's need to satisfy his or her well-being
6. being thirsty or hungry
7. a person needs sleep
8. may be on a business trip
9. may be visiting friends or family
10. lifestyle - a need to one may be a luxury to another

ACTIVITY 12-5

1. need
2. attitudes
3. satisfy
4. training
5. basic
6. housekeeping
7. maintenance
8. front desk
9. potential
10. time limits

CHAPTER 13

ACTIVITY 13-2

Clues that indicate that a customer needs assistance.

- customers tapping their fingers on a table or counter
- customers looking around for assistance
- customers dropping flatware on the floor
- customers rattling ice in a glass
- expressions on a customer's face
- customers entering a doorway looking like they have had a difficult day
- how customers look at their food

Steps for resolving the problems:

- identify the customer's problems or source of complaint
- identify the customer's idea of what should be done to correct the problem
- analyze the problem and think of possible solutions the business can implement
- discuss solutions with the customer
- make an agreement about how the problem will be resolved
- implement the decision
- determine if the action taken satisfied the customer and solved the problem
- repeat steps as necessary
- send a follow-up letter apologizing for the problem and asking the customer to try the business again

ACTIVITY 13-3

1. anticipate
2. income
3. positive
4. understand
5. available
6. image

ACTIVITY 13-4

Statements that are *Yes* : 1, 4, 8, 9, 10
Statements that are *No*: 2, 3, 5, 6, 7

CHAPTER 14

ACTIVITY 14-2

ACROSS

2. log
3. voucher
8. maintenance
9. payments
10. guest
11. shift
12. accounting

DOWN

1. computerized
3. front
5. reservation
6. magnetic
7. calls

ACTIVITY 14-3

1. Agree —It is vital for front office employees to provide a positive image; they are the most visual representatives of a hotel operation.
2. Disagree — Many employees wear uniforms. They are expected to wear clothing that is clean, neatly pressed, and professional looking.
3. Disagree — Front office employees communicate with other hotel employees on a regular basis.
4. Agree — Front office employees should be neatly groomed at all times.
5. Agree — Owners and managers of hotel operations seek honest and dependable people to fill positions in the front office.
6. Agree — Front office employees are the employees guests have contact with most during their stay; they are a guest's first and last impression of the hotel.

CHAPTER 15

ACTIVITY 15-2

1. Front Office Department
2. Security Department
3. Housekeeping Department
4. Housekeeping Department
5. Security Department
6. Service Department

continued on next page

7. Front Office Department
8. Front Office Department
9. Security Department
10. Service Department

ACTIVITY 15-3

The following are *Yes* items: 2, 3, 5, 6, and 10

ACTIVITY 15-4

1. The department coordinates marketing, group room sales, and in-house food and beverage catering functions for the hotel. The sale's office function is to sell rooms, mostly in group blocks of ten or more rooms. The catering office's functions are to provide food and beverage services inside the hotel, schedule events in meeting rooms, and plan meeting room arrangements.

2. The director is responsible for marketing and selling the hotel's services through image building, internal promotions, creating public relations campaigns, and sales promotion. The director must meet a budgeted goal of selling a number of guest rooms during a year. This includes scheduling conventions, meetings, and other events in which guests also rent rooms while attending the functions. The director answers to the hotel's general manager. The director prepares and implements the hotel's annual marketing plan; organizes sales trips to feeder cities in promoting and selling the hotel. The director works with the hotel's general manager in operating creative marketing, promotions, public relations, and advertising ideas.

3. The sales managers are supervised by the director of sales or marketing. Sales managers have several functions which include: having lists of key accounts within their market segments and assigned geographic areas — market segment may be corporate business, athletic business, or convention business; marketing or selling the hotel's services to businesses and organizations within their market segment and try to be available when they are needed. Sales managers should exhaust all possibilities to sell the hotel's services. They should work well with the front office department, front office manager, and reservations manager.

4. Sales persons finds and follows-up leads to try and schedule major functions at the hotel. They plan promotions and advertising to attract those potential guests, as well as other guests and preserving a positive image through public relations activities.

5. The director maximizes the use of meeting or function space in a hotel by scheduling meetings, banquets, and conventions in the hotel's function space hosted by outside organizations or individuals regardless of whether the functions need food or beverage served. The director keeps a function book in the office to be used to schedule activities and maximize the space available. They also complete contracts for scheduled activities. Also, the director may attempt to gain new business in ways similar to the sales manager.

ACTIVITY 15-5

1. False — The sous-chef is also known as the assistant executive chef.
2. False — Pastry chefs prepare pastries and desserts. They may prepare cold items for banquets and restaurants as well.
4. False — The bar back restocks the bar with liquor, mixers, or garnishes that the bartender needs. Bartenders are also known as mixologists.
6. False — The room service captain supervises the room service operation. The room service wait staff deliver food items to guest rooms, are responsible for collecting payment or for having the guest sign the

order ticket if the guest charges the meal to his or her room number. Also, they check hallways and collect used room service trays, carts, and garbage placed outside guest room doors.

9. False — Cashiers receive payment from customers for food and beverage purchases. Buspersons clean and reset table to prepare for the next customer's arrival.

ACTIVITY 15-6

1. accounting
2. accounting
3. receivable
4. payable
5. thirty
6. checks
7. collection
8. controller

ACTIVITY 15-7

The personnel division:

- direct and coordinate the human resources needs of the hotel staff
- is responsible for advertising opportunities for employment, accepting applications for employment, and screening job applicants
- check references, schedule interviews, and conduct employee orientation training and safety training.

The personnel director:

- organizes and documents information for tax, insurance, and employee benefits
- prepares for and participates in unemployment claim hearings when former employees believe they were discharged for unlawful reasons
- conducts wage surveys to make sure wages and salaries are comparable to latest trends
- informs employees of improper behavior or appearance when not complying with company policies and regulations
- collects and maintains records on every employee
- keeps records on all employees' benefit

CHAPTER 16

ACTIVITY 16-2

1. small
2. dry
3. inside
4. daily
5. scrub
6. tumble
7. attachments
8. bristles
9. bacteria
10. wringers
11. squeegee
12. mechanical
13. carts
14. open

ACTIVITY 16-3

1. OSHA requires employers to inform employees about the ingredients of products, their proper use, and any information about products' effects on humans.

2. The temperature and cleanness of the water used to dilute concentrated cleaning agents affect their cleaning ability. If the water is too hot, the cleaning agent may clean the item, but it may also set a stain. If the water is too cold, the agent may not clean well. If the water is dirty, the cleaning agent may not clean at all.

3. Rubber gloves should be worn when working with cleaning agents to prevent irritation of hands, nails, and wounds.

4. Halogens, phenols, and pine fluids are three types of disinfectants. Pine fluids are the least effective.

5. Detergents are cleaning agents other than soap. Detergents are mixed with hot, warm, or cold water to form a detergent solution. Detergents are used often in housekeeping departments because they are not difficult to rinse and do not leave sticky films on surfaces. To be effective, detergents must dissolve in water, reduce the water's surface tension to enable it to wet more thoroughly, loosen, lift, and suspend dirt from a surface; rinse away easily; and not harm the surface. Soaps dissolve greasy dirt and are used for specialty cleaning. Soap leaves a film whereas a good detergent does not leave a film.
6. Acid cleaners remove rust stains, clean mineral deposits from bathroom fixtures, and remove tarnish from copper and brass. Depending on their strength, acid cleaners can remove soil and stickiness from unvarnished wood, prevent colors from bleeding from fabric during washing, remove cement and plaster from tile, and remove water stains.

ACTIVITY 16-4

Cleaning carts are carts that carry all the cleaning supplies, equipment, guest room supplies, and linens needed for a half-day's work. The cart also is equipped with a hand-held basket for carrying all the cleaning agent sprays, sponges, and small supplies into a guest room in one trip. Cleaning carts also have a trash bag or barrel and a laundry bag for collecting trash and dirty linens from each room.

CHAPTER 17

ACTIVITY 17-2

1. False — Cleaning carts should have been properly stocked at the end of the previous workday or shift.
3. False — Skipping means that a guest leaves the hotel without paying the bill. Room attendants and the executive housekeeper should be aware of this possibility and remain alert when cleaning rooms.
4. False — Trash bags and linen bags should be removed first from the cleaning carts. Trash bags may be collected by maintenance personnel or housekeeping personnel, and laundry bags should be taken to the laundry room for laundry attendants to empty and clean.
6. False — Housekeeping employees should turn in their keys and worksheets to the executive housekeeper at the end of their shift. The keys should be kept locked in the housekeeping office.

ACTIVITY 17-3

Appropriate cleaning tasks (+): 1, 4, 5, 6, 9, 11, and 12
Inappropriate cleaning tasks (-): 2, 3, 7, 8, and 10.

ACTIVITY 17-4

ACROSS
1. fluff
4. dust
6. overloaded
7. one
8. chart
9. soap

DOWN
2. laundry
3. ironing
5. month
8. cloths

CHAPTER 18

ACTIVITY 18-2

1. - to be able to use only minimum amount of time needed to perform a task
   - to be able to perform more than one task at a time
   - to accomplish these goals without wasting personal energy or creating fatigue

2. - whether or not the person skips from one activity to another before completing an activity
   - the amount of time spent on each activity
   - the activities that wasted time
   - the activities that could have been altered and could have made time use more efficient
   - additional information and ideas

3. - complete more tasks in less time
   - simplify work methods
   - manage and perform tasks in a way that conserves body energy or creating fatigue

ACTIVITY 18-3

1. fatigue
2. training
3. energy
4. experimentation
5. clean up

   Other answers will vary. Work simplification is organizing and seeking the easiest, simplest, and quickest method for performing a job. Simplified work methods help conserve time and energy and reduce fatigue. An employee who improves his or her work performance will plan ahead, use equipment properly, and pace themselves through the day.

ACTIVITY 18-4

Gilbert is showing signs of fatigue — weariness caused from labor or exertion and is accompanied by reduced work performance. Fatigue and work inefficiency can be prevented by taking rest periods when productivity starts to decline. The point at which productivity declines is the point at which fatigue begins. Rest periods should last long enough to achieve relaxation and enthusiasm for returning to work. Fifteen minutes of rest at midmorning and midafternoon, along with meal breaks of forty-five minutes to an hour, are thought by researchers to be good amounts of rest at beneficial times each day for most workers. Employees who perform hard labor and heavy lifting may need morning and midafternoon breaks increased five minutes and meal breaks increased up to half an hour. If not prevented, fatigue can cause accidents and injuries.

Often, employees feel better after taking a break in another part of the building than they do when staying in the part of the building where they work. A steady work place, like rest periods, also is important. Employees who work evenly paced throughout the day rather than speedy at the beginning and faltering to ward the middle and end, will not feel tired until the last part of the day. Employees who are not as evenly paced will feel tired from midday until the day's end.

Employees need to eat well-balanced diets to produce calories and get enough sleep and rest breaks to prevent fatigue. Calories and rest help the body produce energy.

ACTIVITY 18-5

1. False — Turn on all the lights, open drapes and windows, set air conditioner/heater as instructed, turn on the radio and television to make sure they work, and then turn them off.
4. False — Chemically teated cloths pick up more dirt and clean better than dry cloths.
6. False — Only two trips to the cleaning cart are necessary during the cleaning process as described in the chapter.

CHAPTER 19

ACTIVITY 19-2

1. disinfection
2. sanitation
3. grow
4. odors
5. microscope
6. liability
7. disinfectants
8. rodents

ACTIVITY 19-3

1. E
2. D
3. B
4. F
5. H
6. G

Six of the following:

bathroom and restroom walls
bathtubs
sinks
floors
plumbing
toilet bowls
showers
locker rooms
water fountains and coolers
ashtrays
trash and garbage cans
food preparation areas
food service areas

CHAPTER 20

ACTIVITY 20-2

Part A

- to protect employees from harm by guests or unwelcomed intruders
- to protect guests' privacy in their rooms
- to discover unwelcomed intruders

Part B

- to make sure all room components have been cleaned
- to verify that all furnishings are in their proper places
- to make sure all cleaning equipment and supplies are out of the room
- to turn off light fixtures and faucets and to set air conditioning/heating units as instructed by management
- to be sure the guest room door and its exterior doors are securely locked to prevent unwanted intruders

ACTIVITY 20-3

1. knock
2. lock
3. deadline
4. occupied
5. door
6. worksheet
7. knuckles

Bonus: housekeeping

CHAPTER 21

ACTIVITY 21-2

1. No
2. Yes
3. No
4. Yes
5. Yes
6. No

ACTIVITY 21-3

Answers will vary. The purpose of linen repair is to make linens look as nice as possible for as long as possible. Repairs are important because they reduce replacement costs. Linens are a major expense for a

continued on next page

hotel, and hotel management and laundry departments should do what they can to maximize the lifespan of linens without harming their quality and appearance.

ACTIVITY 21-4

Correct procedures should include 1, 4, 6, 7, and 10

CHAPTER 22

ACTIVITY 22-2

1. nutrients
2. body building
3. carbohydrates
4. amino acids
5. fats
6. fat-soluble vitamins
7. cholesterol
8. complete proteins
9. water-soluble vitamins
10. iodized salt
11. water
12. cellulose

ACTIVITY 22-3

1. repairs of damaged tissue and growth of new cells
2. meets the body's energy needs
3. provides energy; help the body use certain vitamins
4. promotes healthy skin and vision; promotes normal growth
5. helps the body use minerals needed for bone and tooth development
6. breaks down carbohydrates, fats, and protein during digestion; growth and blood formation
7. helps the body use minerals' helps in the healing process by forming new tissue
8. bone growth and hardening; formation of teeth
9. necessary for healthy blood
10. regulates body temperature; transport nutrients in the body

ACTIVITY 22-4

1. protein or calcium, vitamin A
2. protein
3. vitamin C
4. iron, B vitamins
5. B vitamins
6. vitamin C
7. iron
8. iron
9. carbohydrates

continued on next page

10. fats or protein
11. vitamin A
12. carbohydrates
13. carbohydrates
14. fats
15. vitamin C
16. vitamin A

CHAPTER 23

ACTIVITY 23-2

1. bacteria
2. temperature
3. trichinosis
4. botulism
5. clostridium perfringens
6. packaged
7. dated
8. water-soluble
9. large
10. braising

ACTIVITY 23-3

- Dry, high heat or long cooking periods cause protein to coagulate or harden.
- Protein foods should be cooked at low temperatures until done. By cooking at low heat, protein does not harden and is easier to digest.
- Broiling or cooking with dry heat causes juices to drip from the meat — juice that may contain nutrients that are lost when they drip from the meat.
- Dry heat cooking also produces a danger of overcooking. Nutritional value is lost since the food cannot be eaten.

ACTIVITY 23-4

1. Water used to cook fruits and vegetables should be saved and used in some way for consumption, not poured down a drain or destroyed. By saving the solution and using it in soups, sauces, and gravies, or with reheating leftovers, nutrients may be preserved and consumed.

2. When carbohydrate foods are cooked, starches mix and thicken water.

3. When carbohydrate foods are cooked, sugars dissolve in water.

continued on next page

4. Raw fruits and vegetables should be served fresh and crisp. Wilted or dried vegetables lose their nutrients and flavor.

5. Fats cooked at high temperatures will smoke, giving food an unpleasant taste and making it harder to digest. Other than cooking it at high temperatures, cooking has little effect on fat's nutritional value. When meat is broiled or cooked with dry heat, fat drips away from the meat. This results in fewer calories. People on low-fat diets may choose this method to cook meat.

ACTIVITY 23-4

1. False — Fat-soluble vitamins do not dissolve in water and are not destroyed by heat. Therefore, they are not easily lost by various cooking methods.
3. False — Heat causes the following nutrients to lose their quality: riboflavin, vitamin B-12, thiamine, folic acid, pyridoxine, and vitamin C.
6. False — Minerals are water-soluble and are easily lost in cooking solutions. To prevent loss of minerals, do not soak vegetables when preparing them for a meal.
8. False — Oxidstion destroys vitamins A,C, E, and K; carotene; thiamine; biotin; pyridoxine; and folic acid.

CHAPTER 24

ACTIVITY 24-2

1. staphylococcus aureus
   Foods Implicated: improperly prepared dairy products, warmed-over foods, and protein foods
   Prevention: infected persons should not handle the food

2. salmonella
   Foods Implicated: contaminated meat and poultry
   Prevention: washing hands after handling meat and sanitizing all equipment after use

3. streptococcoal infection
   Foods Implicated: food infected workers have handled, coughed on, or sneezed on; also, from any food contaminated without being further heated
   Prevention: Infected people should not handle food; displayed food should be covered with a shield.

4. infectious hepatitis
   Foods Implicated: shellfish from polluted water and food handled by infected workers
   Prevention: maintaining good hygiene and eating certified shellfish

ACTIVITY 24-3

1. 0
2. +
3. +
4. +
5. 0
6. +

continued on next page

7. 0
8. +
9. +
10. +
11. 0
12. 0
13. 0
14. 0
15. 0
16. +
17. 0
18. +
19. 0
20. 0
21. +
22. 0
23. +
24. +
25. +
26. +
27. 0
28. +

ACTIVITY 24-5

1. Chlorine

2. • Three tubs or sinks are used. The first is for washing dishes with detergent and water. The water temperature should be 120 — 160°F.
   • Rinsing dishes with hotter water which may be sprayed with a trigger sprayer for 30 seconds.
   • Sanitizing dishes with water that is 170°F or with water that is 160°F with a sanitizing agent such as chlorine bleach added. Dishes should be sanitized 30 seconds.
   • Drying - air drying is more sanitary than towel drying because towels could have bacteria on them which could contaminate the dishes.

3. Prerinse —120°F
   Cleansing or washing — 140°F
   Rinsing or sanitizing — 180°F

4. All should be placed upright to allow water to drain off them. They also should be spaced apart from other dishes so air can circulate and dry them.

ACTIVITY 24-6

1. yes
2. no
3. no
4. no
5. yes
6. yes
7. no
8. yes

CHAPTER 25

ACTIVITY 25-2

1. paring knife
2. measuring spoons
3. cleaver
4. skimmer
5. tongs
6. whisk
7. spatula
8. pastry brush
9. pastry blender
10. braiser
11. colander
12. molds
13. muffin pan
14. spring-form pan
15. banquet cart

ACTIVITY 25-3

1. Microwave: Fast cooking

   Stack: Each individual oven is only a few inches tall and has its own door and controls. The oven(s) may be used to bake breads, crusts, cakes, muffins, and pizza.

   Revolving: Ovens provide even temperatures throughout the food and the baking process results in uniform baking.

   Convection: A fan in the convection oven forces and circulates heated air within the oven which produces faster cooking at lower temperatures.

   Reconstitution: Ovens rapidly heat frozen convenience foods to serving temperature. Within the oven which produces faster cooking at lower temperatures.

   Reconstitution: Ovens rapidly heat frozen convenience foods to serving temperature.

2. Griddles: Food is placed on the flat, metal cooking surfaces with the electric or gas burner elements supplying the heat directly to the griddle.

   Broilers: High intense heat cooks food quickly. The heat may come from above, below, or on both sides of the food. The temperature can be controlled by raising or lowering the rack holding the food.

   Deep Fryers: Fry foods are immersed in metal baskets into deep pools of hot fat. Many commercial deep fryers have automatic timers and some are equipped to automatically remove the food from the fat.

3. Bain maries: Steamed heated equipment is used to keep food warm until it is served. Bain marie saucepans must be kept at temperatures of at least 140°F. Bain maries are used in kitchen production areas.

   Salad cases: Refrigerators with shelves keep salads chilled.

   Banquet carts: The carts are used to store and transport many meals and preparation supplies to and from serving and storage areas.

   Food carriers: They are used to transport foods within a large building, such as for hotel room service.

   Three compartment sink: Pots and pans are usually washed in this. One compartment is used for washing, the second for rinsing, and the third for sanitizing.

CHAPTER 26

ACTIVITY 26-2

1. simplification
2. kitchen
3. perishables
4. turnover
5. descriptions
6. prep
7. first
8. specialized
9. cookery
10. glasses
11. motions
12. mise en place

ACTIVITY 26-3

1. False — Food cost is the cost of the ingredients used to produce a food item.
4. False — A food operation's ability to make a profit depends on controlling food and labor costs. Without a profit, the financial stability of a food service operation is threatened.
5. False — Material costs include the costs of paper goods, cleaning supplies, maintenance equipment, dining room, kitchen, and office supplies. Paper goods include napkins, cups, plates, plastic flatware, straws, coffee filters, takeout supplies, toilet tissue, paper towels, stationery, business cards, menus, and other items. Material costs may also include cleaning costs for towels, dishcloths, tablecloths, napkins, and floor mats, costs of breakage and replacement of glasses and dishes, and employee uniform expenses.
8. False — Food and labor are responsible for about 60 to 70 percent of the overall expense of a food operation.

ACTIVITY 26-4

Part A

Quality control is the process of sustaining the quality of a product or the maintenance of quality at levels acceptable by a food operation's management, chefs, and buyer. Quality control depends on standardized recipes, menu specifications for ingredients, exact food preparation methods, and well-trained employees. By following recipes exactly, preparing food correctly, and using only those ingredients specified, a food product's quality will remain consistent. However, it is important that the food maintains its quality level until it reaches the customer. The server must deliver the meal directly from the kitchen's heated pass-through to the customer. Hot meals should not be left cooling on a serving tray wile a server gathers other needed items before delivering the meals to customers; quality may suffer.

Part B

Production control is based on prep lists, quality standards, and sales projections for each menu item. Knowing how much a menu item a food operation produces and sells helps the business control costs and know if supplies are missing. Production control also involves producing food at quality standards. If food is overcooked, it will be thrown away or wasted and will be a loss of revenue. Knowing how much of a

continued on next page

menu item is regularly sold helps the chef or manager estimate how much of the item should be prepared for cooking each day. Daily amounts of food production is based on estimates.

ACTIVITY 26-5

1. LABOR COSTS — costs related to employee wages and benefits
2. OVERHEAD — cost of rent, utilities, equipment repair, and maintenance
3. FOOD COSTS — related to cost of food used in meal preparation; may be expanded to include cost of supplies, china, and other such items
4. FOOD SERVICE OPERATION — must be managed effectively and efficiently
5. SALES MIX — made up of the amount of each menu item that is sold
6. PRICING — Menu item prices must be competitive with other restaurants in the same type market with the same type atmosphere. Price is determined by an average cost percentage and the costs for operating the food operation (labor, overhead, and other costs). A profit of about 32 percent of the menu items' price is the goal.
7. PROFIT — amount of money made after all expenses are paid

ACTIVITY 26-6

1. Product Inventory
   Its purpose indicates to managers how often each food supply item is used, how much of each item to order after calculating past use rates and estimated business; the types and sizes of products in storage; and the value of the stock in storage. Product inventories also help managers calculate food supply costs and food cost percentages.

2. Physical Inventory
   Its purpose is to record the number of food supplies that are in storage. Values of all food items are added together to determine the total value of all food supplies in storage.

3. Perpetual Inventory
   Its purpose indicates to managers the amount of stock of a particular item on hand. Food operations should have stock record cards for each food supply item. Any time supplies are added to or taken away from the stock, the amount should be entered on the card. Sometimes the reorder point is listed on the card.

CHAPTER 27

ACTIVITY 27-2

1. - present entrees in an attractive manner that stimulates customers' appetites
   - help food operations meet financial goals
   - communicate a food operation's image, prices, and methods of food preparation and service
   - advertise the food operation and promote repeat business
   - guide equipment and supply purchases, facility planning, and personnel hirings

continued on next page

2. - conforms to the food operation's objectives and purposes
   - contains a mixture of items that will result in an average amount of money spent per customer
   - includes food items based on the type off food operation
   - takes advantage of seasonal and locally grown food products
   - arranges for the efficient use of employees, facility, and equipment
   - includes items that average skilled employees can prepare well without excessive time, labor, and energy demands

3. - effectively communicates its message to the customer
   - meets nutritional needs of customers' food habits and preferences
   - meets customers' food habits and preferences
   - includes food items pleasing in appearance, arrangement, flavor, aroma, texture, color, and quality
   - offers food items appropriate to seasonal variations, function, and the food operation's environment
   - recognizes area population groups such as German, Mexican, Cajun, or Oriental groups and their food preferences

4. Universal food products are those food products regularly used by food operations that are readily available. Odd items on the menu may be difficult to obtain unless the food operation has a reliable supplier. Even if the food operation has a supplier, the supplier may raise prices or go out of business, which would leave the food operation in a bind. Food operations can always get universal food products such as chicken, prime rib, roast beef, and pork chops.

5. Choosing basic ingredients from which many food items can be made would help the kitchen plan several menu items that can be made from the same ingredients. This type of planning will result in simplified purchasing, location of suppliers, and food production.

ACTIVITY 27-3

1. When prepared accurately, standardized recipes provide consistency in taste and appearance each time they are prepared. Since each step in the production of the food item is detailed in the recipe, managers use standardized recipes to prepare cooks' prep lists, work schedules, and production schedules.

2. Desired Yield divided by the Original Yield = Conversion Factor
   Conversion Factor multiplied by the Original Quantity = New Quantity

3. Cooking times, temperatures, mixing speeds, and types of utensils and equipment used can be affected. Sometimes other ingredients or procedures have to be substituted for stated ingredients or procedures in order to produce the desired results or a better product. The enlarged recipe must be tested and evaluated several time in order to arrive at the final recipe with the desired results. Part of a recipe's evaluation includes its marketability, popularity, yield, and cost. Once a recipe is approved, it is considered a standard recipe and can be used by the food operation and kept in a permanent recipe file.

ACTIVITY 27-4

Ingredients	100 portions	25 portions
Ground Beef	30 lbs.	7 1/2 lbs.
Eggs	2 doz.	1/2 doz. (6)
Tomato Sauce	10 c.	2 1/2 c.
Onions	2 lbs.	1/2 lb.
Parsley	4 oz.	1 oz.
Paprika	4 T. (1/4 c.)	1 T.
Salt	4 T. (1/4 c.)	1 T.
Pepper	4 T. (1/4 c.)	1 T.

Conversion factor for 100 portions is 2; for 25 portions it is .05

ACTIVITY 27-4
Part A

menu item
product
code (standardized number used to describe exact requirements of an item, such as a cut of meat)
quantity needed
grade
yield
brand
size
number of items per package
unit on which the price is based (can, pound, or case)
trim factor (the amount or type of trim for a cut of meat)
weight range
method of preparation or tenderization
area of origin
packaging
portion size
condition
age
any other pertinent information that would help the buyer and purveyor provide the exact item the food operation needs

Part B

- to help the buyer purchase needed items for the food operation at an economical price
- help food operations control costs and quality
- prevent miscommunication among purveyors, buyers, and users
- allow other employees to conduct purchasing duties in the buyer's absence
- train assistant buyers and mangers
- encourage bidding among purveyors for specific products

ACTIVITY 27-5

1. False — Convenience foods were previously used only by food operations with low budgets and low quality standards.
4. False — Most customers can tell the difference between convenience foods and items made from scratch.

ACTIVITY 27-6

1. gelatinization
2. yeast
3. gelatin
4. eggs
5. tenderization
6. radiation
7. dry heat
8. smoke point
9. stock
10. fricassee
11. internal
12. seasoning

ACTIVITY 27-7

Part A

Food portioning means to divide food into equal sized portions or servings. This division can take place at the time of purchase, during food preparation, when serving, or packaging food items. Standard portions are portions of the same size. Standard portions ensure that each customer receives the same size portion as all other customers. Portion control means measuring, regulating, and using other techniques to ensure standard sized servings.

Part B

1. Lima beans, frozen — $1.75
   Peas, frozen — $ .07
   Onions and peas — $ .0743
   Green Beans — $ .06
2. Orange juice — 25 portions
   Strip sirloin — 21 steaks
   Ground beef — 133 portions
   Halibut — 166 portions

ACTIVITY 27-8

1. fish
2. bain maries
3. fruits
3. salad bars
5. pie cabinet
6. cleaning supplies
7. dairy products
8. dry foods

CHAPTER 28

ACTIVITY 28-2

1. balance
2. starchy
3. parsley
4. meat
5. proportion
6. garnish
7. rims

ACTIVITY 28-3

Removing Grease

- moisture or grease should be drained off food items before they are placed on the plate.
- plates must be dried thoroughly before placing food on them.
- perforated spoons should be used to drain liquids from foods.
- skimmers should be used to remove grease and scum from the surfaces of sauces and gravies.

Creating A Picture With Food

- food items should be placed where the colors will enhance other items on the plate.
- food items should be placed to make the meal appealing to a customer's eyes.
- meat or main entrees usually should be placed at the front of the plate as it is faces the customer with other food items surrounding the main entree on two sides.
- a garnish may be added to provide contrast.
- there should be no spots or drips on plate rims.
- if a plate does not pass the quality assurance inspection, the plated meal should be sent back to the cook to be plated again.
- the customer should be able to see part of the plate between food items.
- food items on the plate should divide the plate into three sections with each food item separated from the others.
- hot foods should be served on hot plates and cold foods should be served on cold plates.

ACTIVITY 28-4

Answers will vary, but may include the following:

a. Three lemon slices: adds color, odd number is more interesting
b. Strawberry: adds color, flavor is compatible
c. Cherry tomato: adds color, flavor is compatible
d. Pickle and potato chips: color and texture contrast
e. Parsley flakes: color and texture contrast
f. Sprig of parsley: color and texture contrast
g. Hard cooked eggs, sliced: color and texture contrast

ACTIVITY 28-5

1. T
2. T
3. F
4. F
5. F
6. F
7. T
8. F
9. T
10. F

CHAPTER 29

ACTIVITY 29-2

1. Good morning.; Good afternoon; Good evening.
2. Check off reservation in reservation book and escort party to the assigned table. Ask how many are in the party, select appropriate table and escort them to it.
3. Preference; Size of party; and age
4. In a party of two; In a larger party
5. Nonsmoking; Smoking
6. Selling the menu
7. House specials

ACTIVITY 29-3

1. No (man)
2. No (oldest person)
3. Yes
4. No (left)
5. No (after)
6. Yes
7. Yes
8. Yes

ACTIVITY 29-4

1. left
2. right
3. right
4. right
5. right
6. right
7. upper
8. lowered
9. booth
10. right

ACTIVITY 29-5

Cleaning — Sidework also involves continuous cleaning. Cleanliness is an important part of an employees duties. The dining areas, work station, and kitchen should be kept clean to prevent falls, spills, growth of microorganisms and poor appearance.

Follow-Up Service — Follow-up service should occur within three minutes after each course or entree is served and a few more times during the meal. If the server does not check on the customer during the

continued on next page

meal, the customer may complain. Customers may need more salad dressing, crackers, rolls, beverages, or sauces to make the meal satisfactory.

Presenting Checks — Servers should present checks (tickets) to customers near the end of the meal. In informal food operations, the check should be placed on the table upside down. In more formal operations, the check is placed on a tray which is placed on the table or a in a special book. Sometimes after dinner mints are placed on the tray with the check.

Paying for the Meal — In informal food operations, customers may take the check and pay the cashier. They may leave a 15 percent tip at the table or with the cashier to give to the server. In more formal food operations, customers place their form of payment on the tray with the check or in the special book. The server should take the check and payment to the cashier and bring the change back on the tray or in the book to the customer. If a customer is paying with a credit card, he or she may include the tip in the amount charged on the credit voucher.

Gratuities — Servers should never demand a tip or gratuity, nor should they criticize the amount they receive. Unprofessional services deserve no tip, and a customer embarrassed by a confrontation will seldom return to dine again.

Departure — At the end of a meal as customers depart, host/hostesses or servers should graciously provide information or help with coats or parcels. The server can provide directions to a restroom or assist customers from out of town with directions to a point of interest. The server and host/hostess also should bid the customers good-bye in a gracious manner and ask them to return again.

ACTIVITY 29-6

1. interest
2. completed
3. experience
4. teamwork
5. stress
6. congratulate

ACTIVITY 29-7

Answers may vary:

- Banquet service techniques are the same as service techniques used in a restaurant, except the wait staff must be more organized.
- Staffing guidelines help the banquet manager ensure adequate.
- Some meals require more service than other meals.
- Customers should expect good service from the caterer and wait staff.
- Prior to the banquet, the caterer, banquet manager, and wait staff should meet.
- A chart diagram of the table layout may be used for planning wait stations, service areas, and staffing needs.
- An important factor of banquet service is having enough staff members to serve the customers well.

ACTIVITY 29-8

ACROSS

2. restrictions
6. merchandising
7. elderly
12. customers
14. decisions
15. bibs
16. styles

DOWN

1. neglected
3. continental
4. complaints
5. read
8. left
9. spend
10. regional
11. quick
13. noisy

Academic Integration Supplement to the Hospitality Services Curriculum Guide

Developed and disseminated by:

HOME ECONOMICS CURRICULUM CENTER
Box 41161, Texas Tech University
Lubbock, Texas 79409-1161

Directed by:
Texas Tech University
College of Human Sciences
Lubbock, Texas

In Cooperation with:
Texas Education Agency
Department of Programs and Instruction
Division of Career and Technology Education
Home Economics Education
Austin, Texas

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June 1994

Guide to Use

This supplement is part of a series of materials published by the Home Economics Curriculum Center to facilitate integration of academic principles with home economics concepts. The supplement contains learning and evaluation experiences specifically designed to integrate mathematics, science, language arts, and social studies principles within the Hospitality Services course of study. The suggested experiences have been written to satisfy the essential elements of the course, so a teacher desiring to integrate academic principles while meeting a particular essential element can readily identify and incorporate an appropriate activity.

The academic integration supplements comprise the final component in the series of *Academic Integration* materials. Having access to the first two publications in the series—*Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum* and *Integration of Social Studies Principles in the Home Economics Curriculum*—will greatly enhance effective use of the supplements.

Each of the publications are available from the Home Economics Curriculum Center, Texas Tech University, Box 41161, Lubbock, Texas 79409-1161.

Acknowledgements

The *Academic Integration Supplement to the Hospitality Services Curriculum Guide* was prepared by the Home Economics Curriculum Center staff through a contract with the Texas Education Agency under the provisions of the Carl D. Perkins Vocational and Applied Technology Education Act (Public Law 101-392) in cooperation with the College of Human Sciences, Texas Tech University, Lubbock, Texas. The Home Economics Education unit of the Texas Education Agency provides supervision and directional guidance for curriculum development.

The following people made special contributions to the development of this publication:

Texas Education Agency Home Economics Education Staff:

Judith A. Hetherly
Program Director

Cindy Gruner
Occupational Education Specialist

Gay Nell McGinnis
Assistant Director

Sharon Pierce
Occupational Education Specialist

Home Economics Curriculum Center Staff:

Marilyn Wragg
Director

Gwen Adams, Information Specialist
Editor

Kelli LaBaume Childre, Information Specialist
Primary Writer

Connie Willems Dolarian, Information Specialist
Contributing Writer

Advisory and Review Committee:

Joan Barker
Madison High School
San Antonio, TX

Pat Carson
Avalon High School
Avalon, TX

Shalon Inmon
Slaton High School
Slaton, TX

Sharon Kelley
Cooper High School
Abilene, TX

Wendy Petrzelka
Jefferson High School
El Paso, TX

Ann Pogue
South Grand Prairie High School
Grand Prairie, TX

Patti Rambo
Tahoka High School
Tahoka, TX

Melissa Beimer-Wade
Science Teacher
Smylie Wilson Jr. High School
Lubbock, TX

Lucy Walker
Amarillo ISD
Amarillo, TX

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(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

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(v1A) Describe management functions related to property operation and support services.

Language Arts

Have students brainstorm management roles in the hospitality industry. Divide the class into groups and have each group research management roles in various lodging operations and food and beverage operations. Assign students a specific lodging operation or food and beverage operation from Chapter 1 of the Reference Book. Have each group present the information to the class. Each presentation should include the various task which must be delegated, leadership qualities important in the management position, and whether the management role is considered top management, middle management, or supervisory management. Have students refer to Chapter 1 in the Reference Book as a resource. Remind students that speaking skills and presentation skills are strong language arts components.

Science

Have students refer to the section Responsibilities of Managers in Chapter 1 of the Reference Book. Divide the class into nine groups and assign each group one of the responsibilities of a manager. Ask each group to predict the outcome if the assigned management responsibility was ignored. Have each group share predictions with the class. Allow the class to comment on the predictions presented and add any others that might have been overlooked. Review the summarized information on drawing logical inferences, predicting outcomes, and forming generalized statements on pages 71-72 in *Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum*. Explain to students that predicting outcomes is an application of science process skills.

(v1B) Discuss a code of professional ethics for hospitality employees

Language Arts

Lead a class discussion on *professionalism* and *ethics*, and lead students to develop a definition for each. Have students refer to Chapter 2 Professional Ethics for the Hospitality Industry in the Reference Book. Distribute copies of Teaching Aid 1, Guidelines for Leading a Classroom Debate. Divide the class into six groups, then put the groups into three pairs. Assign each pair one of the scenarios in Teaching Aid 2, Professional and Ethical Scenarios. For each scenario, one group should be the affirmative team and one group the negative team. Following the debate guidelines, conduct a classroom debate for each scenario. As each scenario is debated, the groups not participating will serve as the audience. Lead a class discussion after each debate on the arguments presented. Review the concept of using oral language effectively in a variety of situations summarized on page 90 of *Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum*.

Social Studies

Lead a class discussion on characteristics that contribute to professionalism, such as a positive attitude, loyalty, dependability, and honesty. Refer to the section Professionalism in Chapter 2 of the Reference Book. Lead students to describe the importance of these characteristics in the hospitality industry and how such characteristics affect a person's work. Ask students to surmise what contributes to development of such qualities in individuals; have them consider the effects of socialization agents and processes such as those listed on pages 87-88 of *Integration of Social Studies Principles in the Home Economics Curriculum.* KEY QUESTIONS: In the development of such traits as positive attitude, loyalty, dependability, and honesty, what influence is contributed by parents? peers? teachers? significant others? schools? religious institutions? media? What are examples of reinforcement of such characteristics? How can imitation strengthen development of a trait such as honesty or dependability? If such traits were not modeled or encouraged in a child, how could that individual take the initiative in developing and internalizing such traits as a young adult? How does internalizing professional traits benefit the individual in the hospitality industry?

(vIC) Contrast various ownership/ management structures in the hospitality industry.

Science

Review with students the forms of organization discussed in Chapter 3 of the Reference Book. Lead a class discussion about the forms. KEY QUESTIONS: What is the difference between sole proprietorships and partnerships? What is the difference between sole proprietorships and partnerships and corporations? Lead a class discussion on operational/management methods. Divide the class into five groups. Have each group develop an outline, providing an explanation, advantages, and disadvantages of one of the following:

- owner-operated business
- owner-managed business
- independent business
- franchise operation
- chain operation

Have groups present their outlines to the class. Lead students to compare and contrast the three types of independent operation/ management methods and compare and contrast the two types of multiple-unit organizations operation/management methods. Then lead students to compare and contrast independent operations and multiple-unit operations. Refer to the summarized information on classification skills according to similarities and differences on pages 69-70 in *Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum*. Inform students how they have exercised science process skills in this activity.

Language Arts
Mathematics

Divide the class into pairs. Ask each pair to design a general partnership related to the hospitality industry and prepare a presentation to present the business to the class. The presentations should include details about the business such as a business description; funding; budget; supplies and equipment; advertising; and laws, regulations, and codes to be followed. Refer to the section Entrepreneurship in the *STAR Event Guidebook* as a resource for students. Be sure students recognize the application of language arts skills in the presentation and mathematics skills in budgeting and calculating funding for the business.

(v1D) Demonstrate safety practices and emergency procedures

Language Arts
Social Studies

Review with students the section Government Regulations, Codes, and Standards in Chapter 4 of the Reference Book. Instruct students to interview managers of various establishments connected to the hospitality industry, such as a bed and breakfast inn, restaurant, or hotel, about safety practices that must be followed because of government regulations, codes, or standards. Have students summarize their findings with the class and turn in written reports. Review and share with students the summarized information about the basic purpose of government on page 63 of *Integration of Social Studies Principles in the Home Economics Curriculum*. Lead a class discussion about government. KEY QUESTIONS: Do you think the government should be able to mandate regulations, codes, and standards? Why? Why is it necessary for the government to enforce regulations, codes, and standards? What might happen if regulations, codes, and standards did not exist? How do government regulations, codes, and standards improve the hospitality industry? Explain that this activity exercised social studies concepts.

Language Arts

Ask four students to volunteer. Send three of the volunteers to another room or to the hall. Tell the story in Teaching Aid 3, There Has Been An Accident, to student volunteer #1, who remained in the classroom. Do not give volunteers a copy of the story as they will be telling the story from memory. Bring in student volunteer #2. Student volunteer #1 will tell the story to student volunteer #2. Continue this process until the story has been passed along to each of the student volunteers. The last student volunteer to be told the story should tell the story to the class. Lead students to discuss the exercise. KEY QUESTIONS: Did the story change? How? Does it matter that the story changed? Why? Ask students to describe the importance of communication skills in reporting accidents and in other emergencies. Guide students to develop a list of suggestions to improve communication skills in emergency situations. Note that using oral language effectively is an important language arts concept for students to learn in a variety of situations.

(v1E) Describe applications of technology in the hospitality industry.

Have students calculate the following: the estimated loss of sales for one year if every week 700 people were served 1/2 ounce more of a product, costing $2.50 a pound, than was supposed to have been served. The steps of calculation are as follows:

1. 365 days/7 = 52 weeks in a year

2. \$2.50/16 = \$0.16 an ounce for the product
3. \$0.16/2 = \$0.08 a 1/2 ounce for the product
4. 700 people x 52 weeks = 36,400 people
5. 36,400 x \$0.08 = \$2,912 estimated loss of sales

Mathematics

Lead a class discussion on high-tech automation machines which help overcome inconsistencies in measurements and avoid excessive costs. KEY QUESTIONS: What are the advantages of high-tech automation machines? What might the disadvantages be with this type of machine? Why?

Mathematics
Science

Have students review Chapter 5 in the Reference Book. Lead a class discussion on how technological advances, such as computers, key cards, electronic video monitor systems, and precheck machines, have benefited and improved the hospitality industry. Emphasize to students the connection between technology, science, and mathematics. Summarized information on this can be found on page 9 in the section Introduction and on page 37 in the section Science and Technology in *Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum*. Lead a class discussion about technological advances in the hospitality industry. KEY QUESTIONS: Are there disadvantages to some of the technological advances that have been made in the hospitality industry? Why? How do you feel the technological advances have benefited customers? What other technological advances do you foresee for the hospitality industry?

(v2A) Describe simple procedures for property maintenance and repair.

Mathematics
Science

Divide the class into groups. Assign each group a general maintenance and repair task from Teaching Aid 27, General Maintenance and Repair Responsibilities, in the Curriculum Guide. Have each group research the assigned topic and prepare a class presentation. Tell students that each presentation should include types of preventive maintenance and predictions of what outcomes might result if these preventive maintenance steps are ignored. Also, have students evaluate time, money, and energy that is saved by preventive maintenance. Remind students to research the cost of a repair person, including items such as hourly wage and travel. Students can refer to Chapter 6 in the Reference Book as a source of information. Have students present their work.

Mathematics
Science

Lead a class discussion on swimming pool and hot tub maintenance. For a resource, refer to the section Maintaining and Repairing Swimming Pools, Saunas, Hot Tubs, and Weight Rooms in Chapter 6 of the Reference Book. If possible, arrange for the class to take a culture from a swimming pool or hot tub before it is cleaned and test the culture for bacteria. As a class review the results. KEY QUESTIONS: Why is it important to maintain swimming pools and hot tubs? What must be done to maintain a swimming pool? a hot tub? What problems can occur if all of the steps for maintaining a swimming pool are not followed? a hot tub? What science skills are used in maintaining swimming pools and hot tubs? How are mathematics and science skills important in maintaining swimming pools and hot tubs?

(v2B) Identify procedures for purchasing equipment and supplies.

Language Arts
Mathematics

Divide the class into small groups. Distribute a copy of Teaching Aid 32, Sample Specification Sheet, found in the Curriculum Guide. Ask each group to prepare a bid from the information on the specification sheet to be submitted. Tell students not to share their bids with other groups. Collect each group's bid sheet. Select a class recorder to record each group's bid information on the chalkboard or overhead projector. Have one person from each group present the bid to the class. After all bids have been proposed, lead the class to compare the information and decide which bid would be the best to accept. For a resource on bidding, refer to the section Competitive Bidding in Chapter 7 of the Reference Book.

Mathematics

Divide the class into small groups. Instruct each group to select a piece of equipment used in the hospitality industry, such as a cash register, large commercial refrigerator, and precheck machine. Ask each group to conduct research and prepare a report naming the piece of equipment, the recommended usage (for example, a six-room bed and breakfast inn or a 300-room hotel), several different types of the same piece of equipment, and price quotes for each type of the piece of equipment. Have each group present the report to the class, including the piece of equipment and price quote offering the best value and quality. Lead students to discuss their findings. KEY QUESTIONS: What was the cost range of the quotes on each piece of equipment? What factors accounted for cost differences? Was the least expensive source always the best value? Why? Why is comparison shopping important in the business industry?

(v2C) Describe property security procedures.

Language Arts
Science

Instruct students to compose an essay describing how technology has lead to changes in security systems in the hospitality industry and predict what new security systems might be introduced in the future. Also, have students explain the advantages and disadvantages of each. Remind students that technology is connected to science principles. Refer to the Science and Technology section on page 37 of *Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum*. Compositions should be expressive or informative in purpose and descriptive in form. Have each student share the main points of the essay orally. Students may refer to Chapter 8 in the Reference Book for a resource, but remind students to avoid plagiarism.

Mathematics

Divide the class into groups. Assign each group one of the following monetary losses that can occur in the hospitality industry:

- theft
- employee kickbacks from purveyors
- overcharges and undercharges
- inaccurate timecards
- ticket walkers
- hot checks and credit cards

Instruct each group to develop a scenario for the assigned topic, including examples and amounts of the loss. After groups have presented their scenarios, have each group create a list of specific examples of ways the loss could be prevented. Have groups share their work with the class.

(v2D) Discuss strategies for public relations and special promotions.

Mathematics
Social Studies

Divide the class into groups. Have each group assess the restaurants in the area that specialize in various types of ethnic foods, and ask students to note which ethnic foods are not represented. Students could look in telephone books to locate such restaurants. (If your town has few restaurants, include telephone books from nearby cities.) Based upon their research, ask each group to decide what type of ethnic food specialization would be successful in the community. Have each group develop a public relations plan for the type of food specialization, including promotions such as fliers, advertisements, and ideas for speciality items (such as pens, matchbooks, and t-shirts). Remind the groups to use a cultural emphasis on promotional items. Each public relations plan should include an estimated cost for implementing the plan. Have the groups present their plans to the class. KEY QUESTIONS: Why is a public relations plan important for a new food establishment? Do older food establishments need to be concerned with public relations plans? Is the cost of implementing a public relations plan justified? Why? What public relations strategies are low in cost or free? What are other public relations ideas for the hospitality industry as a whole?

Mathematics

Distribute a copy of Teaching Aid 4, Special Promotions Activity, to each student. Have students work independently to answer the questions. After students have completed the exercise, work the problem on the chalkboard or the overhead projector as a class. Refer to Teaching Aid 4—Answer Key. Lead a class discussion on special promotions. Refer to the section Special Promotions in Chapter 9 of the Reference Book. KEY QUESTIONS: What are the advantages of a special promotion? What might be the disadvantages of a special promotion? Do you feel it is important for a business or establishment to offer special promotions? What types of special promotions could be used in the hospitality industry? Could an establishment or business lose money on a special promotion? How could a special promotion be beneficial even if a large profit was not made?

CONCEPTS	**LEARNING AND EVALUATION EXPERIENCES**
(v2E) Describe legal considerations of the hospitality industry, including guest, property, and employee liability. *Language Arts* *Social Studies*	Invite a *hotelier* (owner or manager of a hotel) to speak to the class about legal considerations of the lodging industry, including guest, property, and employee liability. Have students take notes during the speaker's presentation. Ask the guest speaker what changes have taken place since she or he began in the industry. As a follow-up activity, lead a class discussion on how the history of the lodging industry has influenced today's lodging laws. Refer to the section Hotel Operations in Chapter 10 of the Reference Book to enhance the discussion. Upon completion of the discussion, have students write a short essay on how the early history of hotels has affected and influenced laws of today's hotel industry.
Social Studies	Have students read the section Guests' and Customers' Rights and Responsibilities in Chapter 11 of the Reference Book. Lead students to compare and contrast guests' and customers' rights and responsibilities. Ask them to describe additional rights or responsibilities of guests or customers. Lead a class discussion on how the behavior of individuals affects the rights and responsibilities of everyone. For example, the section in Chapter 11 mentions customers controlling their children; however some parents in lodging and food operations do not control their children as others see appropriate. Lead students to discuss how hospitality personnel might handle such situations to safeguard the rights and enforce responsibilities of persons involved. KEY QUESTIONS: When would it be legal and proper for hospitality personnel to infringe on the rights or responsibilities of a guest or customer? Can guests and customers ignore some of their rights and responsibilities and the hospitality establishment not be able to take legal action? How does a guest's or customer's behavior affect a hospitality establishment?
Mathematics	Invite an insurance agent to share with the class, either in person or on audiotape, the types and average costs of insurance which hospitality establishments typically purchase. Guide students in preparing questions in advance for the speaker to address in the presentation. For example, they might consider questions such as the following: What types of insurance are standard for food and beverage establishments? for lodging facilities? What additional coverage may be recommended? Why? How do factors such as size of establishment and location affect costs and recommended insurance? What factors increase insurance costs? What factors may lower costs? Why is it essential for hospitality establishments to have adequate liability insurance coverage?
(v3A) Define the concept of guest/ customer. *Language Arts*	Have students brainstorm various types of customers. Compare these ideas with the different types of customers listed in the section Customers in Chapter 11 of the Reference Book. Divide the class into three groups and assign each group three of the nine categories

of customers. Ask each group to compose and present skits role playing the various types of customers. Each skit should show how the customer(s) in each category might act and how the waiter or waitress should respond to this type of customer.

Language Arts

Display the phrase, "Guests/customers are not dependent on us, we are dependent on them." Lead a class discussion on the importance of guests/customers being treated with respect and friendly service by everyone in the establishment so they will continue bringing their business back. KEY QUESTION: How would a hospitality establishment be affected with no guests/customers? Have students imagine they are the manager of a hospitality establishment, lodging or food and beverage, and have them write a description of how their employees should treat and respond to their guests/customers. Ask for volunteers to share their descriptions with the class.

(v3B) Discuss the needs of guests/customers.

Language Arts
Social Studies

Display a transparency of Teaching Aid 51, Maslow's Hierarchy of Needs, from the Curriculum Guide. Have students refer to Chapter 12 in the Reference Book as a resource. Lead students to discuss how Maslow's Hierarchy of Needs affects guests and customers. Have students write a short fictional story about an event in a hospitality establishment in which neither the guest/customer nor the employee had basic needs met according to Maslow's Hierarchy of Needs. Ask students to share their short stories with the class.

Language Arts
Social Studies

Have students conduct research on the history of hotels. After students have studied this information, have them make a comparison chart between the needs and desires of guests from the earliest hotels and the needs and desires of guests of today's hotels. For example, shelter was a primary need in the past; recreational activities are often desired today. Also include purposes of hotels, such as a place to stay while traveling or for a family vacation. Using this chart, have students summarize the information in the form of a newspaper article comparing hotels of the earlier days to current hotels, including how our society has affected the changes in hotels.

(v3C) Apply techniques for complaint resolution and guest/customer service.

Language Arts

Lead a class discussion on the importance of communication techniques for complaint resolution and guest/customer service. KEY QUESTIONS: How can noticing body language help prevent customer/guest complaints? What might employees do when they notice negative body language signs? Guide students to define the terms *non-verbal communication* and *body language* and to suggest how employees in the hospitality industry can possibly prevent conflict by noticing body language. Divide the class into groups, and have each group compose skits for a sitcom that shows a hospitality employee responding to guests'/customers' body language. For ideas, have students refer to the section Methods of

Resolving Conflicts in Chapter 13 of the Reference Book. Have the groups present their skits to the class.

Science

Ask students to explain how systematic approaches to resolving complaints of guests and customers have emerged as a result of technology, computerization, and hurried lifestyles. Point out to students that some businesses have researched the feasibility of replacing employees with automated machines and computers. Tell students to imagine the hospitality industry run mostly with automated machines and computers, made possible with the continuation of technological advances. Assuming this will happen, have students individually compare and contrast the present hospitality industry with the future hospitality industry, including the effects upon complaint resolution. Upon completion, have students share their ideas with the class. Remind students of the connection between science and technology as summarized on page 37 of the *Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum.*

(v4A) Identify front office procedures.

Language Arts

Lead a class discussion on the importance of front desk personnel since first and last impressions on hotel guests usually originate at the front desk. Divide the class into groups and have each group role play the following situations:

- guest checking in
- guest checking out
- guest needing tourist and hotel information
- guest checking messages and mail
- guest requesting wake-up call

In each role play, have students exhibit appropriate and inappropriate use of verbal and nonverbal (body language) communication. Following the role plays, lead a class discussion on the importance of appropriate verbal and nonverbal communication. KEY QUESTION: What is likely to happen if a guest receives inappropriate communication at the front desk?

Language Arts

Lead a class discussion on the role the telephone plays in front office procedures. KEY QUESTION: Why is the telephone such an important component of the front desk? Show the videotape, *Your Line to Success: Telephone Etiquette*, available from the Home Economics Curriculum Center, Box 41161, Texas Tech University, Lubbock, TX 79409-1161. After students view the videotape, ask them to form pairs. Have each pair practice telephone etiquette, using typical telephone calls that a front desk would receive. Give students the opportunity to share one of their phone conversations with the rest of the class. Lead them to discuss why effective telephone communication skills are important in today's job market.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
(v4B) Explain typical departments and functions. *Language Arts*	Review with the students Chapter 15, Departmental Functions in Hotel Operations, in the Reference Book. Assign each student to develop a summary of how the various divisions and departments work together for the overall outcome of a hotel operation. These summaries should include how one division or department is dependent on the others. Encourage students to use creativity. Their summary can be expressed in a variety of ways such as an essay, a chart, a diagram, or an outline. A few or all of the students may be selected to present their summaries to the class. KEY QUESTIONS: How could a hotel be affected if one department did not do its job? Is the successful function of each department dependent on the overall success of the hotel? Why?
Mathematics	Refer to the section Accounting Division in Chapter 15 of the Reference Book, and review the responsibilities of the accounts receivable clerk with students. Distribute a copy of Teaching Aid 5, Accounts Receivable, to each student. Have each student pretend to be an accounts receivable clerk at a hotel who is totaling the accounts received for that day. Remind students this includes a grand total, totaling amounts to bill credit card companies, and the amount the hotel is being paid for services, facilities, and outstanding accounts. Answers to Teaching Aid 5 are as follows: • Grand Total—$6,508.88 • Account Payments—$4,296.56 • MasterCard—$535.03 • Discover—$137.63 • Visa—$362.08 • American Express—$1,177.58
(v4C) Select equipment and supplies appropriate for various housekeeping and laundry tasks. *Science*	Lead a class discussion on acids and bases (alkali) and how these science concepts are related to the hospitality industry. For resources, refer to the section Cleaning Supplies in Chapter 16 of the Reference Book and page 56 for a summary on acids and bases in *Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum*. Have students identify acids and bases found in cleaning products used in hotels and food establishments by using red and blue litmus paper. Based upon the information from the resources, have students note which cleaners should not be mixed together. Invite a chemistry teacher to help answer students' questions and provide additional reinforcement of science principles. Ask students to prepare questions prior to the speaker's visit. Possible questions might include the following: Which cleaners should not be mixed together? Why? Why do some products recommend that they should be used in a well-ventilated area? How can breathing fumes affect your body? How can cleaning supplies be dangerous? How can this danger be avoided?

Mathematics

Lead students to brainstorm examples of guest room supplies provided in hotel operations. Have students work in groups to investigate and report on the cost of guest room supplies provided by specific lodging facilities. For example, two members of a group might arrange an interview with the executive housekeeper of the lodging facility to inquire about guest supplies provided, the approximate cost of each supply item, procedures for monitoring the supplies, and common problems which may result in waste or loss of supplies. The group might then take that information and prepare a chart listing supplies and costs, including total cost per guest room or estimated total cost for all guests for one night, one week, or another selected period of time. As groups present the results of their investigations, lead them to analyze the importance of properly managing guest supplies in terms of both cost to the facility and guest relations.

(v4D)Outline required methods and sequences to be used for performing housekeeping tasks.

Language Arts

Instruct students to research and report on procedures followed by room attendants to clean guest rooms and notify the front office when vacant rooms are ready for occupancy. Have students work in pairs or groups to develop a work sheet or checklist which could be used by a room attendant in cleaning and servicing guest rooms. Tell students to refer to Chapter 17 in the Reference Book for information that should be included on the work sheet. Ask groups to explain their work sheets to the class and provide a rationale for all information included. Lead students to compare and contrast the work sheets and decide as a class what information is essential and what format seems most useable. Lead a class discussion on information presented. KEY QUESTIONS: Why would a checklist or work sheet be helpful to room attendants in performing cleaning tasks? What information should be provided on the work sheet? In what sequence should rooms be cleaned? Why? What terms are used in various lodging establishments to indicate whether a room is clean, vacant, and ready for occupancy? NOTE: Reinforce the activity by providing examples of work sheets, checklists, or computer printouts that might be utilized by room attendants in servicing guest rooms.

Language Arts
Science

Review with students information on linen storage in the section Laundry Procedures in Chapter 17 of the Reference Book. Ask them if they have ever experienced a problem with mildew on fabric items, and if so, under what circumstances. Lead a class discussion about mildew. KEY QUESTIONS: How might humidity affect mildew? How might temperatures of different climates affect mildew? Have students work in pairs to write a brief description of mildew, including its definition, scientific classification, examples, consequences, causes, and means of prevention. Ask students to share their information with the class. Provide several swatches of linens similar to those used in lodging facilities, and ask each group to design and conduct a scientific experiment to test conditions which encourage growth of mildew. An example of such an experiment may be found in the second teaching strategy on page 126 of *Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum*. Have students record results in the form of a lab report and share the information with the class. Lead students to discuss their findings. KEY QUESTIONS: What conditions were most conducive to mildew growth? What conditions inhibited mildew growth? What application may be inferred from results regarding the care and storage of linens? CRITICAL QUESTION: How would regional climate affect procedures used to handle linens in relation to mildew?

(v4E) Apply time and energy management techniques in performing housekeeping or laundry tasks.

Language Arts
Social Studies

Have students conduct research on Frank and Lillian Gilbreth. These "efficiency experts" were among the very first to conduct motion studies regarding time and energy management. If time permits, divide the class into small groups and have each of the groups read and summarize chapters from the book *Cheaper By The Dozen* by Frank B. Gilbreth, Jr. and Ernestine Gilbreth Carey, which tells the story of how Frank and Lillian applied efficiency methods in raising their twelve children. By Frank Gilbreth's calculations, a dozen children seemed to be the most efficient number. After researching the Gilbreths, lead a class discussion on time and energy management techniques from Chapter 18 of the Reference Book. KEY QUESTIONS: What are some methods used in the hospitality industry today that originated from studies conducted by the Gilbreths? Why is time and energy management important to the business? to the employees?

Mathematics

Ask each student to select a housekeeping project to undertake at home. Cleaning the bedroom(s) and bathroom(s) for family members would be a good choice, since the task resembles housekeeping duties in a lodging operation. Explain to students that they are to perform the described project one time with no forethought or planning, noting the time the project was begun and finished. Project time should include time taken to locate any supplies or equipment needed. Immediately after completing this first project, tell students to write out a time log detailing the approximate amount of time spent on each activity in the project. Lead students to share and discuss their project activities and logs, noting the amount of time spent, the time they felt was wasted, and suggestions for improving time efficiency. Then let students devise a work plan for repeating the project a second time, taking into consideration suggestions discussed in class and work simplification procedures in Chapter 18 of the Reference Book. Instruct students to perform their project according to their plan. Have them again note beginning and ending time and fill out a time log for activities involved. Ask students to compare the amounts of time required for specific activities, including the amount of time to gather equipment and supplies as well as the total time required to complete the project both times. Lead a class discussion on students' recorded results as they share them in class. KEY QUESTIONS: For each student, what percentage of total time was saved by first developing a plan and knowing what supplies and equipment would be needed? What specific actions helped save the most time? Were the results of the housekeeping project identical both times? Why? If students were to undertake the project a third time, what changes would they make? Do they anticipate that additional time would be saved during the third performance? Why? If the project involved cleaning two dozen rooms, what time savings would be involved?

(v4F) Apply sanitation and disinfection techniques in performing housekeeping or laundry tasks.

Lead a class discussion on the difference between *disinfection* and *sanitation*. Refer to the section Importance of Sanitation and Disinfection in Chapter 19 of the Reference Book. Distribute a copy of Teaching Aid 6, Sanitation Experiment, to each student. Divide the class into groups of three, and assign each group one of the following:

Science

- a water fountain cleaned with soap and water
- a water fountain cleaned with hydrogen peroxide
- a surface many people come in contact with daily cleaned with soap and water (such as a counter)
- a surface many people come in contact with daily cleaned with hydrogen peroxide (such as a counter)
- a sink cleaned with soap and water
- a sink cleaned with hydrogen peroxide

Have groups fill in the cleaning agent and cleaning surface on the handout as they are given their assignment. Instruct each group to follow the directions on the Teaching Aid. Lead a class discussion about the findings. KEY QUESTIONS: Is there a difference between the specimens taken from the surfaces cleaned with soap and water and the specimens taken from the surfaces cleaned with hydrogen peroxide? What were the differences? Is cleaning a surface with soap and water as effective as cleaning a surface with hydrogen peroxide? Why?

Mathematics

Lead students to define the term *dilution ratio* and to cite examples of sanitation and disinfection products which are purchased in concentrated form and must be diluted. Point out that dilution instructions may be given as "x ounces (or cups) per gallon" or as a dilution ratio, such as 1:8 ("1 part concentrate per 8 parts water"). Have students, working in groups, use simple algebra principles to calculate the dilution amounts according to ratios given in Teaching Aid 7, Calculating Dilution Ratios. Answers for the chart follow.

- Ratio of 1:8—4 oz. per qt. or 16 oz. per gal.
- Ratio of 1:16—2 oz. per qt. or 8 oz. per gal.
- Ratio of 1:32—1 oz. per qt. or 4 oz. per gal.

- Ratio of 1:64—.5 oz. per qt. or 2 oz. per gal.

Reinforce measurement principles by asking students: if you are using a measuring cup to measure concentrate, how does 4 oz. or 2 oz. equate to measurement in cups? To provide practice for students, prepare a concentrated solution of water and red food color and have students practice preparing solutions according to various ratios. Lead students to analyze the importance of understanding dilution ratios in purchasing and using cleaning supplies. KEY QUESTIONS: What consequences may result if too mild a solution is used for a specific purpose? if too strong a solution is used? Which would be less expensive: a product purchased in bulk at $2.00 per gallon with a dilution ratio of 1:4 or a cleaner costing $4.00 per gallon with a dilution ratio of 1:10?

(v4G) Describe procedures for entering and exiting assigned cleaning area.

Language Arts

Have students refer to Chapter 20 in the Reference Book. Using this information, ask each student to produce a brief summary page of procedures for entering and exiting assigned cleaning areas. Instruct students to use a short, easy-to-read format that can be used to brief a new employee on these procedures. Encourage students to use their creativity and to add any other information they think would be appropriate and important in this area. Lead students to discuss their work. KEY QUESTIONS: Why would summarized information be important for a new employee to know and follow? Why would a briefing sheet need to be written in a short and easy-to-read format? (Possible answers include increases the likelihood of being read and may be kept with employee to refer to when in doubt.)

Language Arts
Mathematics

Instruct students to obtain lists of procedures for housekeepers from various hotel and motel establishments. Ask students to work in groups to identify each establishment's housekeeping procedures regarding

- entering a guest room,
- cleaning guest rooms with "do not disturb" signs,
- cleaning rooms as guests arrive,
- exiting a guest room, and
- entering and exiting public restrooms, showers, and sauna areas.

Have students share the information. Then lead the class to identify common procedures and record them on the chalkboard or overhead projector. From this list have students figure the percentage of hotel and motel establishments reviewed that follow a particular procedure. Have students report the information in table form.

(v4H) Describe procedures for routine linen repair and maintenance.

Science

Distribute a copy of Teaching Aid 8, Lab Report Format, to each student. Explain that students will be using the format to conduct and record results from several experiments to determine the identity of three mystery fabrics. (One fabric should be made from cotton, one from polyester, and one from a combination of cotton and polyester.) Collaborate with a science teacher to create laboratory tests where students do the following with the fabric samples:

- observe them
- touch them
- stretch them
- view them under a microscope
- expose them to chemicals
- try to remove such stain-causing agents as oil-based soil or grape juice
- submerge them in water having various temperatures
- place them in water to determine absorbency

Instruct students to record the results of each manipulation using the format from the Teaching Aid. Have students research properties of cotton and polyester fibers and fabrics so that they can refute or confirm their hypothesis.

Language Arts
Science

Extend the previous teaching strategy by having students apply what they learned through research and experimentation to the selection of textile products. Remind them of the following points:

- Fabrics that are not very elastic tend to retain wrinkles.
- Fabrics that absorb water easily usually contain cellulose and are often a good choice when they will be placed next to the skin as in bed linens.
- Certain fabrics attract and hold oil-based soil.
- Certain fabrics are more flammable than others.
- Certain fabrics mildew more readily than others.

Have groups of students consider what fabrics are best used for bed linens or table linens. Ask them to consider the qualities the fabric must have for the item and the qualities each of the three fabrics have that would make them a wise choice or a poor choice. Guide students in sharing their ideas.

(v5A) Describe the sources and functions of nutrients.

Language Arts
Science

Lead a class discussion on the six types of nutrients and how these nutrients are essential to basic human body systems. Assign each student one of the following specific nutrients:

- protein
- vitamin A
- vitamin B
- vitamin C
- vitamin D
- vitamin E
- vitamin K
- calcium
- iron
- phosphorus
- potassium
- magnesium

Have each student prepare a report to be presented to the class, including sources of the nutrient, the nutrient's function in the body, the diseases that result from the excess or lack of the nutrient, and foods containing the nutrient. Encourage students to use visual aids, such as transparencies and posters, to enhance their reports. Provide such books as science and nutrition books for students to use as resources. Have students take notes on the class reports.

Science

Remind students how essential nutrients are to the body and how the body can be affected without them. To illustrate this point, lead a class discussion on the importance of calcium. Illustrate how much calcium is in the body of a newborn, a ten-year-old, and a fifteen-year-old by displaying the equivalent amount of flour in plastic bags. To prepare the "calcium bags" use three plastic bags and fill each with the following amounts of flour:

- newborn—1/2 cup flour
- ten-year-old—3 1/2 cups flour
- fifteen-year-old—7 cups flour

Emphasize to students that this is a visual activity and that flour does not contain calcium. Next, conduct a demonstration that shows what happens when bones are lacking in calcium. Clean two or three chicken leg bones of all fat and meat. Place the bones in a jar and cover with vinegar. Keep at room temperature for three to four days. At the end of this time the bone should be rubbery and pliable because vinegar dissolves calcium out of bones, leaving the other substances intact. Pass the bones around the class for each student to see, and lead a class discussion on the results. KEY QUESTIONS: What effect does calcium deficiency have on the body? How did this demonstration reinforce students' awareness that the human body needs each nutrient?

(v5B) Relate food preparation and service techniques to the retention of nutrients.

Science

Divide the class into lab groups. Explain that each lab group will conduct an experiment on steaming vegetables versus boiling vegetables. Distribute a copy of Teaching Aid 9a, Vegetable Experiment, to each group and assign each group a vegetable such as broccoli, yellow squash, carrots, turnips, spinach, or zucchini squash. Distribute a copy of Teaching Aid 9b, Steaming and Boiling Fresh Vegetables, to guide students on cooking times for the vegetables. Remind students to use their senses in making the observations; for example, have them note water color, taste, texture, and appearance. Have each group share observations with the class and answer the questions: Did the results of your experiment support your hypothesis? What can you conclude from the results? Lead a class discussion on how food preparation techniques affect nutrient retention. Have students refer to Chapter 23 in the Reference Book as a resource. KEY QUESTIONS: How can overcooking vegetables when steaming result in nutrient loss? What other food preparation techniques can be used to retain nutrients in vegetables?

Describe to students what a pressure saucepan is and how to safely use one. Distribute copies of Teaching Aid 10, Pressure Saucepan Safety and Cooking Principles, to each student. Inform students that using a pressure cooker saves

- nutrients,
- fuel,
- energy, and
- cleanup time.

Science

Conduct a class experiment by cooking a round steak in the microwave oven and one in a pressure saucepan. If possible, have the ingredients for Swiss Steak ready to be prepared. When the meats are both prepared, have students compare the two by traits such as appearance, taste, and texture. Lead a class discussion about the results. KEY QUESTIONS: Other than nutrient retention, what are the advantages of using a pressure saucepan? What other types of foods could be prepared in a pressure saucepan? Discuss the science components of this lesson by referring to the summarized information on the principles of heat and thermodynamics on page 58 of *Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum*. If possible, invite a science teacher to speak to the class about how a pressure saucepan cooks compared to a microwave oven.

(v5C) Demonstrate appropriate housekeeping procedures and sanitation standards.

Language Arts
Science

Lead a class discussion on food-borne illnesses, including that most can be prevented by following proper sanitation procedures. To enhance the science concept of this lesson, share the summarized information on bacteria and viruses on page 43 of *Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum*. Divide the class into groups and assign each group to research and prepare a class report on different types of food-borne illnesses such as aflatoxin, salmonella, solanine, and botulism. Encourage the groups to include current magazine or newspaper articles about problems that have been identified in food and beverage operations contributing to food-borne illnesses. Each report should define the food-borne illness, describe symptoms of the illness, and discuss how the illness can be prevented and avoided. Allow time for questions at the end of each report.

Science

Lead a class discussion on handwashing, the most important aspect of personal sanitation. Point out to students that handwashing is especially important in food and beverage operations; the bacteria and viruses with which hands come in contact can cause illnesses. To enhance the class discussion, refer to the section Personal Sanitation Procedures in Chapter 24 of the Reference Book. Guide students in an activity that will demonstrate how thoroughly the hands need to be washed to remove bacteria and viruses. Place a dime-size portion of glitter gel* in the palm of each student's hand. Have students rub their hands as if they are putting on lotion. Then have students wash their hands as they normally would with warm water and soap. The glitter represents bacteria and viruses. Lead a class discussion about the results. KEY QUESTIONS: Was the glitter difficult to get off your hands? Did you have to wash your hands more thoroughly than you normally do? What did this experiment tell you about your handwashing habits? How can bacteria and viruses on the hands be harmful in a food and beverage operation? (* Glitter gel can be made by mixing glitter into hair gel. Hair gel that already contains glitter is also available.)

(v5D) Use appropriate large and small food service equipment for prescribed task.

Mathematics

Explain to students that in most food and beverage operations ingredients for recipes are measured in pounds, ounces, or grams instead of cups, teaspoons, and tablespoons. Point out to students that grams are most commonly used in European restaurants. Demonstrate how to measure grams using a kitchen scale. Divide the class into groups for a foods laboratory, and distribute copies of Teaching Aid 11, Single Layer Chocolate Cake. It is suggested that this be a two-day lab. On the first day, have students measure all the ingredients possible and get everything ready to prepare the recipe. On the second day, instruct each group to prepare the cakes. Lead a class discussion about the experience. KEY QUESTIONS: What difficulties did you encounter measuring with a kitchen scale? Were any of the measurements inaccurate, affecting the outcome of the cake? How could inaccuracies be corrected?

Science

Have students list simple machines, which are defined and listed on page 57 of *Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum*. Write the list on the chalkboard or overhead projector. Divide the class into groups and instruct each group to think of specific food service equipment items which are examples of each type of simple machine as well as items which represent complex machines. Have students locate and bring an item, a picture, or a sketch of the examples to class. Let each group take turns sharing one item and explaining how it would be classified according to machine type. Continue rotating among groups until all examples have been shared. Ask them to describe how simple machines differ from complex machines. Guide students in compiling the items, pictures, and sketches on a bulletin board or in a display entitled, "Food Service Machines."

(v5E) Identify management principles related to food production and services.

Mathematics

Explain to students that in food and beverage operations each menu item should have a standardized recipe with costs listed and calculated for each ingredient in the recipe. This information helps in controlling food cost as discussed in the section Controlling Costs in Chapter 26 of the Reference Book. Have students practice this management principle by completing Teaching Aid 12, Determining Costs for Standardized Recipes. Provide each student with Teaching Aid 13, Measurement Equivalents Table, to assist in the completion of this activity. After each student has individually completed Teaching Aid 12, review the answers as a class. KEY QUESTIONS: Why would knowing the cost for each portion of a recipe be important in food cost control? What if the menu price for the item seems too high for customers compared to the competition? How would adjusting the menu price affect the profit percentage?

Language Arts
Social Studies

Have students number off so that each student represents either Group 1 (advantages) or Group 2 (disadvantages). Explain that the class will consider advantages and disadvantages of *task specialization*—the practice of assigning a specific employee to complete tasks in one specialized area. Point out that development of assembly line production methods during the Industrial Revolution provided the ultimate example of task specialization. Information regarding the Industrial Revolution can be found on page 43 of *Integration of Social Studies Principles in the Home Economics Curriculum*. Have students work together to prepare a defense of their side of the issue, and then allow representatives designated for each group to present the arguments. Following the presentations, ask students to write an essay that suggests how they, as managers, would utilize task specialization within a hospitality operation in a manner that maximizes advantages and minimizes disadvantages. Guide students to share selected portions of their essays.

(v5F) Apply quantity food production techniques.

Mathematics

Explain to students that sometimes the recipes food operations use originate from small recipes found in cookbooks, recipe files, or other places, and after that recipe has been evaluated and found to be suitable, it is converted to a larger amount and prepared. As a reference, refer to the section Standardized Recipes and Their Uses in Chapter 27 of the Reference Book. Discuss with students the terms *yield*, *conversion formula*, and *conversion factor*. Distribute a copy of Teaching Aid 14, Converting To A Standardized Recipe, and have students work individually. Point out to students that this is only a beginning step to developing a true standardized recipe. Explain to students that adjustments and careful evaluations are required when enlarging recipes. Refer to the section mentioned earlier as a resource. Remind students to put the answer in the proper form (for example, 16 cups of milk = 1 gallon of milk). Display Teaching Aid 13, Measurement Equivalents Table. After students have completed Teaching Aid 14, work through the conversion as a class using Teaching Aid 14—Answer Key.

Social Studies

Lead a class discussion on how weather, climate, seasonal variations, and area ethnic groups affect menu planning and the type of restaurant. Refer to the section Use of Menus in Chapter 27 of the Reference Book as a resource. Divide the class into groups and assign each group one of the following:

- ski resort during the cold winter months and a family vacation

attraction in the cool summer months
- location which many travelers pass through; warm climate all year; heavily Cajun area
- cool vacation spot that attracts wealthy older persons
- vacation spot for families and attraction for teenagers and college students in a climate that is hot all year
- heavy business meeting location where the climate is cold in the winters and hot in the summers; population groups of Mexican and Oriental

Ask groups to design a menu appropriate for their assigned area. If possible, provide students with examples of menus from various food establishments, but instruct them not to copy the menu. Encourage students to be very creative and name an actual city or town where the establishment could be located, name the food establishment, distinguish whether it is in a hotel or an independent restaurant, and give any other characteristics to be taken into account. Give each group a posterboard for recording the final menu. Have groups present their menu to the class as well as a justification for the menu items. Display the posterboard menus in the classroom. Lead students to discuss the findings. KEY QUESTIONS: Why are weather and climate important to consider when planning menus? Why are area populations of various cultures important to consider when planning menus?

(v5G) Demonstrate a variety of food presentation techniques.

Social Studies

Have students think of their favorite meal at a food establishment and write it on a piece of paper. Also on the piece of paper, have students write a description of the appearance of the food, including garnishing. Ask for several volunteers to share the meal description with the class. As a class, brainstorm meals that are not very attractive. Lead a class discussion on the psychological aspect of food being attractive. Also discuss appearances of food at food service establishments such as cafeterias, buffets, or fast-food restaurants. Refer to Chapter 28 in the Reference Book as a resource. KEY QUESTIONS: What is the importance of food being attractive? What effect might unattractive food have upon a person?

Language Arts

Lead students to brainstorm garnishes that can enhance the appearance of food. Distribute a copy of Teaching Aid 15, Fruit and Vegetable Garnishes, to students. Divide the class into groups and assign each group one of the fruit or vegetable garnishes described in the Teaching Aid. Have each group prepare a demonstration for the class on how to prepare and arrange simple food garnishes. Remind students that a demonstration involves showing how to do something and providing clear verbal instructions on what is being done. Demonstration skills strongly utilize language arts concepts.

CONCEPTS | **LEARNING AND EVALUATION EXPERIENCES**

(v5H) Demonstrate food server techniques.

Language Arts

Lead a class discussion on the use of marketing techniques and descriptive terms when presenting the menu to customers. Display a transparency of Teaching Aid 16, Marketing Techniques for Food and Beverage Operations. As a resource, refer to the section Marketing Techniques in Chapter 29 of the Reference Book. Remind students that the wide variety of people served in food and beverage operations should be considered when using marketing techniques. Provide students with menus from various food and beverage establishments. Divide the class into groups to role play practicing marketing techniques using the menus. Persons not presenting the menu should ask the presenter questions pertaining to the menu. Point out to students how they are applying language arts skills in using dialog for various purposes and audiences. Ask students to describe the purpose of using marketing techniques and descriptive terms. (Answers could include to increase a customer's appetite and to increase the size of the check and the tip.)

Mathematics

Inform students that mathematical skills are needed by employees in food and beverage operations for tasks such as computing the check, handling money, and making change. Distribute a copy of Teaching Aid 17, Money Matters at Marcellio's, and have students complete the Teaching Aid individually. Review the answers as a class. KEY QUESTIONS: How might a customer feel if a mistake is made while change is being made? If one makes a mistake, who pays for it? What should the cashier do upon realizing a mistake has been made?

GUIDELINES FOR LEADING A CLASSROOM DEBATE

Discussion, Disagreement, and Debate: What's the difference?

Discussion:

- People talking to reach conclusions, to give and receive information, or to express their ideas in an informal and unplanned manner are all included in discussion.

Disagreement:

- A disagreement stems from a discussion when individuals' opinions, thoughts, and beliefs differ.
- Like a discussion, a disagreement is usually informal and unprepared.

Debate:

- Opposing viewpoints are presented in a balanced, well organized, and researched manner by individuals or teams to persuade others of their position.
- Participants must have evidence to support their viewpoint.
- A debate does not "prove" or "decide" an issue. The team that offers the strongest debate gives better information for arguments and effectively addresses arguments from the opposing team.
- In a debate, teams do not "have" arguments, they "present" arguments.
- The team that is "for" the proposition is called the ***affirmative team***. The team that is "against" the proposition is called the ***negative team***.

Preparing and Conducting a Classroom Debate:

1. **Select a topic.**

2. **State a proposition.** A ***proposition*** is the statement of opinions, thoughts, or beliefs on a particular viewpoint.

3. **Select teams.** Select the affirmative and negative teams and a chairperson for each team.

4. **List arguments.** Both teams should list their arguments, choose their four strongest arguments, and predict their opponent's four strongest arguments.

5. **Appoint speakers.** Team members can select speakers, or each team member can present one or more arguments.

6. **Research and prepare evidence.** Teams should research and prepare evidence supporting the arguments and prepare a summary statement. Information should not be shared with the other team.

7. **Rehearse the debate.** Teams should rehearse the debate, but the other team should not hear the rehearsal. Arguments should be covered from the least important to the most important.

8. **Conduct the debate.** Team members will state positions they feel are true and will take turns explaining why their position is right and the opponent's position is wrong. An equal number of people should speak in an established order for equal amounts of time.

9. **Present decision of audience.** An audience will listen to the debates and decide which team presented the strongest case for their team's arguments.

Adapted from: Parks, Sandra and Black, Howard. *Organizing Thinking: Graphic Organizers.* Pacific Grove, CA: Critical Thinking Press and Software, 1990.

PROFESSIONAL AND ETHICAL SCENARIOS

A blizzard hits a town that borders an interstate highway. A bus load of travelers becomes stranded and attempts to seek shelter at a nearby hotel. Knowing that the blizzard will increase room demand on this particular night, the night manager increases room prices by $10 to $15 for the night as travelers approach the hotel. Was the manager acting ethically by increasing room prices? What effect could the manager's actions have on the travelers' perceptions of the community and chain corporation?

A server drops an item from a customer's plate while taking the plate to the customer. While picking up the food item, the server knows the actions were not noticed by any of the customers. Instead of possibly losing a tip due to slower service by having a new food item prepared, the server serves the food item to the customers. Was the server's decision ethical? What consequences could have resulted from the decision?

A person that works in housekeeping finds a diamond ring in the hallway of a large hotel. Housekeeping personnel has been instructed to turn found items into the front desk. If this rule is not followed, disciplinary action will be taken. No one else is in the hallway, so who would know about the ring? Besides, some items turned into the front desk are never claimed. The person decides to keep the ring and not mention it to anyone. Was the housekeeper's decision ethical? What consequences could result from the decision?

THERE HAS BEEN AN ACCIDENT

The person laying on the floor is Mrs. Abercrombie from Room 16. I think she broke her hip when she fell. She was walking down the stairs from the lobby area in front of the La Cumbre Restaurant to the main lobby area. She was on the second to last step when the three Klassen children from Room 4 came running through the main lobby and up the stairs. Mrs. Abercrombie was trying to get out of their way when she lost her balance and fell. Medical help has already been called. When an accident occurs, we are instructed to report it to the manager, so a detailed report can be completed. Miss Flores, the manager, is out of town, so the accident should be reported to Mr. Nickell, the assistant manager. I have to leave, but I have told you all the details, so please just tell Mr. Nickell everything I told you.

TA 4

Special PROMOTIONS ACTIVITY

Pedro's ran a coupon in Sunday's paper for its most popular combination platter, Fernando's Favorite. The Fernando's Favorite combination platter includes two meat or cheese enchiladas with red sauce, a taco, beans, and rice. On the menu this selection is priced at $4.99. The coupon read. . .

Pedro's Buy one Pedro's

Fernando's Favorite

combo platter at regular price,
receive a second for half-price.

On the average, Pedro's has orders for 175 Fernando's Favorite combination platters in a week. The week of the coupon offer, Pedro's took 310 orders for the Fernando's Favorite platter. At the end of the week, 120 coupons had been used. Answer the questions below to analyze the success of Pedro's promotion.

1. *What was the total amount of sales generated during the week by Fernando s Favorite platters?*
2. *What is the average amount of sales generated in a week by Fernando s Favorite platters?*
3. *How much did dollar sales for Fernando s platers increase during this promotion?*
4. *Is this amount additional profit for Pedro s? Why?*
5. *If you were Pedro, would you consider the promotion a success? Why?*

Special PROMOTIONS ACTIVITY

1. ***What was the total amount of sales generated during the week by Fernando s Favorite platters?***

Let x = # of Fernando s Favorite Platters sold at 1/2 price (120)
Let y = # sold at regular price (310-120=190)

$$x \cdot \$2.50 + y \cdot \$4.99 = T$$

$$(120 \cdot \$2.50) + (190 \cdot \$4.99) = T$$

$$(\$300) + (948.10) = T$$

$$T = \$1,248.10$$

2. ***What is the average amount of sales generated in a week by Fernando s Favorite platters?***

Average = 175 x \$4.99 = \$873.25

3. ***How much did dollar sales for Fernando s platers increase during this promotion?***

\$1,248.10 - 873.25 = \$374.85

4. ***Is this amount additional profit for Pedro s? Why?***

Answers will vary but could include the following:

No. Pedro's must consider the increased cost of ingredients and other costs of the promotion, such as advertising and labor.

5. ***If you were Pedro, would you consider the promotion a success? Why?***

Answers will vary and should be justified.

For instance, Pedro might consider the promotion to be successful if it brought in a great number of new customers but not if most of the coupon users were regular customers who just changed menu selections to cut down on cost.

Accounts Receivable

Amount	*Source*
$300.43	payment-acct. #1105
$57.31	Discover charge
$100.00	payment-acct. #1218
$204.96	Visa charge
$321.75	American Express charge
$2,032.96	payment-acct. #1525
$242.13	MasterCard charge
$169.43	MasterCard charge
$59.49	Discover charge
$101.92	Visa charge
$55.53	MasterCard charge
$1,012.50	payment-acct. #1121
$20.39	Visa charge
$67.94	MasterCard charge
$796.34	American Express charge
$700.67	payment-acct. #1828
$9.00	Discover charge
$59.49	American Express charge
$34.81	Visa charge
$11.83	Discover charge
$150.00	payment-acct. #1803

Sanitation Experiment

Cleaning Surface: ______________________________

Cleaning Agent: ______________________________

Purpose of Experiment: To determine if cleaning a surface with soap and water is as affective as cleaning a surface with hydrogen peroxide to kill germs and prevent the growth of bacteria.

Supplies Needed:
- sterile glass microscope slides and slip covers (labeled with cleaning surface and cleaning agent)
- cotton swab
- cleaning cloth
- cleaning agent

Directions:
1. Clean the surface with the cleaning agent.
2. Rub the surface with a cotton swab to collect the specimen.
3. Rub the glass slide with the specimen.
4. Place the slide to be viewed on a microscope.
5. Observe the slides. Compare the slides of surfaces cleaned with hydrogen peroxide to those cleaned with soap and water.
6. Record observations of the slides, and form conclusions.

TA 7

Calculating Dilution Ratios

Complete the missing figures in the conversion chart below by using simple algebra principles.

Ratio	Ounces per Quart	Ounces per Gallon
1:8	4 oz.: 1 qt.	___ oz.: 1 gal.
1:16	___ oz.: 1 qt.	___ oz.: 1 gal.
1:32	___ oz.: 1 qt.	___ oz.: 1 gal.
1:64	___ oz.: 1 qt.	___ oz.: 1 gal.

Lab Report Format

Record your methodology and conclusions using the following format:

I. Purpose
- ✻ Why are you conducting the experiment?
- ✻ What is your hypothesis for the lab?
- ✻ What do you expect to find?

II. Materials
- ✻ What do you need to conduct the experiment?

III. Procedure
- ✻ What are the step-by-step directions for your experiment?

IV. Data/Observations
- ✻ Results (Depicted in charts or graphs)
- ✻ Written observations of what occurred in the experiment

V. Conclusions
- ✻ What did you learn?
- ✻ What can you conclude from the results?
- ✻ Did you prove your hypothesis?
- ✻ Why?
- ✻ How can you relate this information to daily life?

TA 9a

Vegetable Experiment

Vegetable: ______________________________

Hypothesis: How will the steamed vegetable and boiled vegetable differ?

Observations:

	Steamed	Boiled
Color of Vegetable		
Color of Water		
Appearance of Vegetable		
Taste		
Other		

Conclusions:

Steaming and Boiling Fresh Vegetables

Vegetable	Boiling	Steaming
Broccoli	10-15 min.	15-20 min.
Yellow Squash	8-15 min.	15-20 min.
Sliced Carrots	15-25 min.	25-30 min.
Turnips	15-25 min.	20-25 min.
Spinach	3-10 min.	5-12 min.
Zucchini Squash	8-15 min.	15-20 min.
Sweet Potatoes	15-25 min.	25-30 min.
Cauliflower	8-15 min.	10-20 min.

TA 10

Pressure Saucepan Safety and Cooking Principles

Safety Principles

- Prepare food according to the directions.
- If cooking rack is used, always use 1/2 cup of water in the four-quart cooker and one cup when using a six-quart cooker.
- Study direction book to learn about the pressure regulator; when to start counting time.
- Observe the pressure saucepan while the pressure is building and until flame or electric element has been adjusted and the pressure stays constant.
- Do not fill more than two-thirds full.
- Study direction book to see proper procedure for cooling if cooling is to be done quickly.
- Never remove the pressure regulator until the pressure is down.
- Remove the pressure regulator before removing the cover.

Cooking Principles

More nutrients are saved by cooking in a pressure cooker than in many types of saucepans. The reasons for the retention of nutrients are as follows:

- Only enough water is used to create steam for pressure.
- This usually amounts to only 1/2 cup, depending on the amount of food and the size of the cooker.
- Vegetables are placed on a rack out of contact with water; therefore nutrients are not soaked out of the vegetables.
- There is no possibility for oxidation of certain vitamins since all air is exhausted from the cooker and food cooks in a pure steam atmosphere.
- The short cooking time protects vitamins from over-exposure to heat.
- Flavor of the food is saved due to short cooking in an airless medium that inhibits the chemical activity of sulphur compounds which cause unpleasant odors and flavors in strong flavored vegetables like cabbage, cauliflower, and turnips; a fresher, sweeter flavored food results.
- Natural mineral salts are retained resulting in mild-flavored vegetables that taste sweeter without any sugar added.
- Speedy pressure cooking does not allow for color fading which results from chemical decomposition of unstable coloring pigments in vegetables.

Recipe for Swiss Steak

Round steak from 1/2 to 1 inch thick
Flour, salt, and pepper
Fat, 2 tablespoons
Onion, diced, 1 medium
Celery, diced, 1 cup
Green pepper, diced, 1 medium
Tomato soup, 1 cup; or 2 cups canned tomatoes
Water, 1/4 cup
Corn starch, 1 teaspoon

Directions for preparing:

Cut meat into serving pieces. Season with salt and pepper and roll in flour. Heat cooker; add fat. Sear meat golden brown on both sides. Add onion, celery, pepper, tomato soup or canned tomatoes, and water. Close cover securely. Place pressure regulator on vent pipe and cook fifteen minutes at fifteen pounds. Let pressure drop of its own accord. If desired, thicken gravy with corn starch. Serves five to six.

Hints:

- If time is limited, the meat does not have to be seared; just add meat and vegetables, thus omitting fat.
- If time is limited, the cooker may be cooled under the faucet; however, read the instruction book or observe a demonstration of this procedure.

Source: Education for Self-responsibility IV: Nutrition Education, p. 218. Austin, TX: Texas Education Agency with Home Economics Curriculum Center, 1992.

Single Layer Chocolate Cake

Ingredients:

110 g.	Cake Flour
1.8 g.	Baking Powder
1 g.	Soda
1.5 g.	Salt
100 g.	Sugar
48 g.	Shortening
118 ml.	Buttermilk
48 g.	Egg
28 g.	Unsweetened Chocolate
1.2 ml.	Vanilla

Directions:

1. Preheat oven to 350°F.
2. Measure each ingredient accurately.
3. Sift together flour, baking powder, soda, salt, and sugar. Place in mixing bowl and add shortening, melted chocolate, and 80 ml. milk.
4. Beat at low speed for one minute and medium speed for one minute. Stop mixer and scrape the side of the bowl.
5. Add egg and remaining milk. Beat at medium speed for two minutes.
6. Pour into one eight inch round cake pan lined with greased waxed paper. Give the pan several sharp raps on the counter before placing in oven to remove large air bubbles.
7. Bake for 20-25 minutes.
8. Let stand in pan for five to eight minutes before removing to cooling rack.

Adapted from *Food and Nutrition 4360, Experimental Methods with Food*. Lubbock, TX. Texas Tech University. Dr. Helen Brittin, Professor. 1993.

TA 12

Determining Costs for Standardized Recipes

Figure the cost for broiled chopped steak based upon the following:

Yield: 50 portions

Ingredients	Amount Used	Market Price	Cost of Amount Used
Beef, ground	8 lbs.	$1.12 per lb.	
Onions	8 oz.	.19 per lb.	
Green Peppers	8 oz.	.30 per lb.	
Milk, whole	2 cups	1.89 per gallon	
Eggs, large	12	.89 per dozen	
Bread Crumbs	2 qt.	.49 per quart	
Bacon	50 slices	1.89 per lb. (18 slices per lb.)	
Toothpicks	50	.20 per 100	
		Total cost for recipe	
		Total cost per portion	

Measurement Equivalents Table

3 teaspoons = 1 tablespoon
4 tablespoons = 1/4 cup
8 tablespoons = 1/2 cup
16 tablespoons = 1 cup
1 cup = 8 fluid ounces
2 cups = 1 pint
4 cups = 1 quart
4 quarts = 1 gallon
16 ounces = 1 pound

TA 14

Converting to a Standardized Recipe

To enlarge a recipe, the conversion formula and conversion factor should be used as described below.

1. Divide the desired yield by the original yield to get the conversion factor.

   Desired Yield ÷ Original Yield = Conversion Factor

2. Multiply the conversion factor by the quantity of each ingredient in the original recipe to get the new quantities to use for the enlarged recipe.

   Conversion Factor X Original Quantity = New Quantity

The Greentree Tea Room has evaluated and approved a recipe for a new menu item, Italian Cream Cake. The recipe yields 12 servings and the tea room needs a recipe to yield 48 servings. Using the formulas above, convert the following recipe:

Conversion Factor = ________

Original Quantity	New Quantity
1/2 cup shortening	____________
1/2 cup margarine	____________
2 cups sugar	____________
5 eggs, separated	____________
1 teaspoon vanilla	____________
1 teaspoon soda	____________
1 cup buttermilk	____________
2 cups flour	____________
1/2 teaspoon salt	____________
1 cup coconut	____________
1 cup chopped pecans	____________

TA 14—Answer Key

Converting to a Standardized Recipe

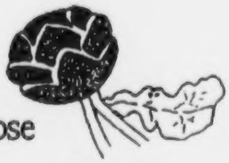
The Greentree Tea Room has evaluated and approved a recipe for a new menu item, Italian Cream Cake. The recipe yields 12 servings and the tea room needs a recipe to yield 48 servings. Using the formulas above, convert the following recipe:

Conversion Factor = 4

Original Quantity	New Quantity
1/2 cup shortening	2 cups shortening
1/2 cup margarine	2 cups margarine
2 cups sugar	8 cups sugar
5 eggs, separated	20 eggs, separated
1 teaspoon vanilla	1 tablespoon+1 teaspoon vanilla
1 teaspoon soda	1 tablespoon+1 teaspoon soda
1 cup buttermilk	1 quart (4 cups) buttermilk
2 cups flour	8 cups flour
1/2 teaspoon salt	2 teaspoons salt
1 cup coconut	4 cups coconut
1 cup chopped pecans	4 cups chopped pecans

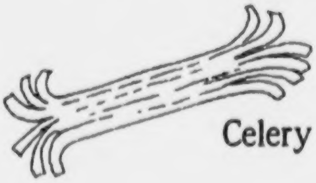
Fruit and Vegetable Garnishes

Wash radishes and cut off the root, leaving an inch of stem. Hold radish by stem, and make overlapping cuts down and into sides. Do not cut completely through the skin. Place in cold water to make the "petals" open and remain crisp.



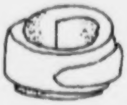
Radish Rose

Cut celery into pieces about 2 1/2" long. Make short cuts, close together in one end. The other end may be cut the same way or left as is. Place in cold water to curl. Green onion stems can be cut in the same way and will fan in cold water.



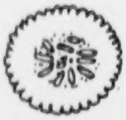
Celery Fan

Peel a large, thick carrot, then cut very thin slices lengthwise with the peeler. Wrap slice around finger and secure with toothpick. Put in cold water to crisp. Remove toothpick before serving.



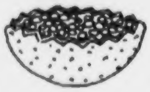
Carrot Curl

Wash cucumber. Do not peel. Pull prongs of fork down all sides lengthwise. Slice as desired.



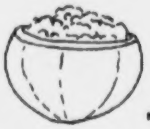
Scored Cucumber

Cut orange or grapefruit in half. Remove pulp. Make saw-toothed edges with knife, if desired. Fill with salad or fruits.



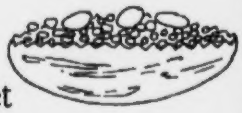
Citrus Cup

Slice off top of tomato, hollow out a small portion. Place filling in the depression. Warm in oven before serving.



Tomato Cup

Slice a watermelon lengthwise and hollow out. Use for melon balls or chunks with seeds removed. A saw-tooth or scalloped edge adds to the appearance. Fill with melon balls and other cut fruits.



Melon Basket

Marketing Techniques
for Food and Beverage Operations

Marketing Phrases

- ✓ "I just served the prime rib at another table and it looks delicious."
- ✓ "The shrimp scampi is one of our specialties."
- ✓ "A lot of people have enjoyed the taco salad."
- ✓ "Our regular guests order gumbo frequently."
- ✓ "I had the ham quiche for lunch, and it was great."

Descriptive Terms

- ✓ piping hot
- ✓ green
- ✓ cold
- ✓ plump
- ✓ fresh
- ✓ chilled
- ✓ iced
- ✓ crisp
- ✓ young
- ✓ tender

TA 17

$ $ MONEY MATTERS at Marcellio's $ $

DIRECTIONS: Figure the amount of change for the following tickets.

Ticket: $26.39
Money: $30.00
Change:

Ticket: $45.54
Money: $50.54
Change:

Ticket: $7.63
Money: $8.00
Change:

Ticket: $14.04
Money: $15.10
Change:

Ticket: $39.47
Money: $100.00
Change:

Ticket: $137.20
Money: $200.00
Change:

Ticket: $13.75
Money: $15.00
Change:

Ticket: $24.35
Money: $25.50
Change:

Ticket: $15.80
Money: $20.00
Change:

Ticket: $54.28
Money: $70.28
Change:

Ticket: $9.86
Money: $10.00
Change:

Ticket: $4.51
Money: $5.01
Change:

Ticket: $10.07
Money: $20.25
Change:

Ticket: $57.82
Money: $100.00
Change: